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REPORT

REGIONAL SEMINAR ON THE TRAINING OF ENGLISH LANGUAGE TEACHERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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convened by the Interim Project Office of the
SEAMEC Regional English Language Centre
with the cooperation of the
Government of the Republic of Singapore

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Singapore
4-6 APRIL 1968

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SOUTHEAST ASIAN MINISTERS OF EDUCATION COUNCIL

REGIONAL SEMINAR ON THE TRAINING OF ENGLISH LANGUAGE TEACHERS

convened by the

INTERIM PROJECT OFFICE

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REGIONAL ENGLISH LANGUAGE CENTRE

with the co-operation of the

GOVERNMENT OF THE REPUBLIC OF SINGAPORE

REPORT

SINGAPORE

4 - 6 April 1968

CONTENTS

Page

Introduction.. 1

Part I

1. Existing Programmes of Training English Language Teachers in SEAMEC Countries

1.1 Reports from Delegates of SEAMEC Countries............ 3

1.2 Discussion.. 3

2. How Results may be Improved within the Context of Existing Courses of Training

2.1 Content of Training................................... 5

2.2 Methods of Training................................... 7

2.3 General... 8

3. Newer Approaches to Instruction and the Training of Teachers with Special Reference to the Teaching of Language. Paper by Dr Robert Jacobs.. 10

3.1 Discussion.. 26

4. The RELC Tryout of TEP, a Programmed Course for Training English Language Teachers. Paper by Dr Donald P. Horst....... 27

4.1 Discussion.. 39

5. Tours and Films

5.1 The ETV Service of the Ministry of Education Singapore

5.1.1 Visit... 42

5.1.2 Discussion.................................... 44

5.2 The TEP Course

5.2.1 Demonstration................................. 44

5.3 Films: View and Teach

5.3.1 Viewing....................................... 45

5.3.2 Discussion.................................... 46

Part II

Page

6. Report of Indonesia: English Language Teacher Training Programmes in Indonesia........................ 47

7. Report of Laos: General Information on the College of Education and on the English Section in Laos........ 50

8. Report of Malaysia:
    8.1 Training of English Language Teachers in Malaysia.................................. 56
    8.2 The Training of Graduate Teachers of English in Malaysia........................... 58
    8.3 Present Position of Training English Language Teachers in Malaysian Teacher Training Colleges............................ 62

9. Report of the Philippines:
    9.1 Report on Training of English Teachers in the Philippines.............................. 73
    9.2 Appendix A – Over-all Framework Requirements for the New Four-Year General Elementary Teacher-Education Curriculum................ 97
    9.3 Appendix B – General Curriculum for B.S.E. 105
    9.4 Appendix C – Master of Arts in Teaching (M.A.T.), University of the Philippines, Quezon City, College of Education, Institute of Education 115
    9.5 Appendix D – Philippine Normal College, Master of Arts in Education – Specialisation: Language Teaching 126
    9.6 Appendix E – Ateneo University, Master of Arts Programme in Language Teaching 131

Page

10. Report of Singapore:
  - 10.1 English Methodology Courses for English Medium Teachers at the Teachers' Training College.......................... 136
  - 10.2 Training of English Language Teachers in the Diploma Course at the University of Singapore.............................. 142
  - 10.3 Special In-Service Courses in the Teaching of English as a Second Language at the Teachers' Training College, Singapore....... 146
  - 10.4 Degree Programme for Teachers of English as a Second Language at the Nanyang University................................ 157

11. Report of Thailand:
  - 11.1 TEFL Programs in Thailand................... 169
  - 11.2 Appendix A - Chulalongkorn University, Graduate Diploma Program, Teaching English as a Foreign Language............... 172

12. Report of Vietnam: The Training of English Language Teachers in the Republic of Vietnam.................. 184

Annexes

13. Welcoming Address by the Interim Director on 4 April 1968....................................... 193

14. Closing Remarks by the Interim Director on 6 April 1968....................................... 196

15. Time-table.. 198

Page

16. List of Participants.................................. 201

17. Singapore Organising Committee...................... 206

INTRODUCTION

The Regional Seminar on the training of English language teachers was convened by the Project Office of the Regional English Language Centre with the cooperation of the Government of the Republic of Singapore and held at the Centre's interim premises at 104 Watten Estate, Singapore, from 4 to 6 April 1968.

The forty-two participants included delegations from all SEAMEC member countries: Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. The delegations comprised members of the Coordinating Committee for the Regional English Language Centre, senior officials of Ministries of Education and senior staff members of Teachers Colleges and University Education Departments.

The Seminar also brought together delegates from Hong Kong, several higher educational institutions in and outside the Southeast Asian region, foundations and international organisations.

The Seminar was convened:

a) to review the present situation of training English language teachers in Southeast Asia;

b) to consider some of the possibilities for future teacher training programmes.

Mr Sukich Nimmanheminda, the Director-Designate of SEAMES, who was in Singapore for the Third Meeting of the Coordinating Committee for the Regional English Language Centre held from 1 to 3 April 1968, honoured the Seminar with his attendance on the first day.

At the Preliminary Session on 4 April, the Interim Director of the Regional English Language Centre welcomed the delegates and outlined the objectives of the Seminar. Following this, Mr Sukich Nimmanheminda expressed his deep appreciation of the achievements of the Regional English Language Centre and said that he was impressed not only by the professional competencies reflected by the delegates of respective member countries but also by the abiding spirit of cooperation and compatibility as they deliberated the various issues and problems. He was more confident than ever now, after seeing this regional project in action, that the work of SEAMES would continue to promote the extension of regional activities and thereby increase cooperative endeavours for the benefit of all our peoples. He was, indeed, gratified to be associated with such a worthwhile organisation.

During the Seminar the following delegates chaired the plenary sessions:

4 April		
Morning	Plenary Session I	Madame Pinkham Simmalavong (Laos)
Afternoon	Plenary Session II	Dr Samsuri (Indonesia)
5 April		
Morning	Plenary Session III	Mr Chong Seck Chim (Malaysia)
Afternoon	Plenary Session IV	Professor Le Van (Vietnam) Miss Angkab Palakornkul (Thailand)
6 April		
Afternoon	Plenary Session V	Mrs Molly Ng Kuen Seong (Singapore)

This document gives a report of the Seminar. The first part contains a description of the procedures adopted for the Seminar, papers read on modern trends in the training of language teachers, and summaries of discussions. The second part contains reports by the delegates of SEAMEC member countries of existing programmes of training English language teachers. The annexes include welcoming and other addresses, time-table of the Seminar, and a list of participants and members of the Singapore Organising Committee.

****

PART I

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1. EXISTING PROGRAMMES OF TRAINING ENGLISH LANGUAGE TEACHERS IN SEAMEC COUNTRIES

1.1 Reports from delegates of SEAMEC countries

The entire First Plenary Session and part of the Second Plenary Session were taken up with the delegates of the SEAMEC countries presenting reports of existing programmes of training English language teachers. These reports appear in Part II of this document.

After the presentation of reports in the Second Plenary Session a short discussion followed.

1.2 Discussion

1.2.1 Indonesia indicated that there was no specific in-service training for English language teachers. The difficulty in implementation was largely due to the great variety of English language teachers. In-service training courses were, therefore, general rather than specialized. General supervision of teachers was also the practice. The curriculum of teacher training in Malang included (a) proficiency in the four language skills, namely, listening, speaking, reading and writing, (b) methodology, (c) linguistics, (d) pedagogy and (e) literature. There were approximately 60 trained TEFL teachers in Indonesia.

1.2.2 Laos reported that the language test as a requirement for entry to the College of Education was replaced by an intelligence test. Out of a total of 30 to 32 hours per week students spent 26 hours on English, of which 12 hours were allotted to structure, 6 hours to pronunciation, 6 hours to language laboratory work and the remainder to English Review - a new experiment - to assist students to overcome problems in English terminology.

1.2.3 Philippines stated that there were suitable teaching materials available in the Philippines. Among them, there was a guide for the teaching of English, Grades 1 to 6 which was specially prepared to meet the needs of teachers.

1.2.4 Thailand reported that a school broadcasting programme in Thailand, set up with the assistance of the Australian Broadcasting Commission, helped untrained teachers in the remote areas.

2. HOW RESULTS MAY BE IMPROVED WITHIN THE CONTEXT OF EXISTING COURSES OF TRAINING

2.1 Content of the Training Programmes

2.1.1 Corrective and Remedial Work on the Teacher-Trainee's Own English

There was the common feeling that much more must be done, through corrective and remedial work, to raise the standard of spoken English of teacher-trainees.

The question was asked whether existing language laboratories in the region were being fully utilized. The view was that initial problems of organization might have precluded their full use.

In the Philippines, there was the problem of the maintenance of the language laboratories. Servicing was costly and spare parts were expensive.

A problem pertinent to Singapore was the lack of trained instructors for effective language laboratory work. There was also the need to compile suitable instructional materials for use in the language laboratories.

In Indonesia there were problems of securing the services of competent speakers of English among Indonesians and of acquiring instructional materials. It was suggested that the Regional English Language Centre might meet the needs of the region by establishing a lending library of tapes.

2.1.2 Range of Subjects

The delegation from the Philippines drew the attention of members to the need for a course on the teaching of reading skills. Fluency in reading was no guarantee that the pupil understood what he read. Also there was a general reluctance on the part of pupils to read extensively and to tackle more difficult materials.

A delegate pointed out that weakness in reading English was often due to a weakness in reading the first language. In the Philippines, results of diagnostic tests had indicated a carry-over of oral reading skills in Tagalog to English.

It was felt that what was needed was the inculcation of the reading habit as the problem was not one of reading English alone.

It was suggested that, since the reading habit was related to the suitability of texts used, teachers ought to be trained to evaluate reading materials.

2.1.3 A Consideration of Whether Sufficient Emphasis was given to Certain Areas of Study or Practical Work

The Chairman said that since the main concern was to train teachers to teach in the classroom practical work must be stressed.

An observation was made that there should be greater coordination and understanding between schools and teacher-training institutions in order to implement effective training programmes for teachers of English.

It was pointed out that apart from emphasizing content in teacher training the right attitudes should be cultivated to enable teachers to cope with new situations and solve new problems. To this end, it was necessary to improve the supervisory systems. The Seminar made a strong recommendation that the authorities concerned give adequate attention to implement meaningful supervisory systems which should assist the classroom teacher to resolve his daily instructional problems.

A delegate from Vietnam said that in his country it was difficult to evaluate the progress of teachers because they were moved frequently from one school to another as a result of general teacher shortage.

A delegate from Malaysia suggested that thinking should be in terms of greater specialization and expertise rather than the production of general purpose teachers.

2.1.4 Systems of Supervision of Teaching Practice

In Vietnam model schools were set up where the teacher trainees underwent pre-service training for a period of four to six weeks. It was a complete teacher training programme. These model schools had specially equipped rooms for the subject areas concerned.

The delegation from the Philippines said that, as each country had established its own system of teacher training, the Regional English Language Centre might like to make a comparative study of all prevailing systems in the different countries indicating points of similarity and points of difference for the information of SEAMEC member countries.

2.2 Methods of Training

2.2.1 Possible Improvements on Present Methods of Training English Language Teachers

2.2.1.1 Lectures, Tutorials, Discussions, etc.

A delegate from Vietnam informed the meeting that a change from the traditional arrangement to modern classroom organization posed the problem of financing the additional staff required. Another major problem was the teacher's weakness in expression which made tutorial work necessary.

A Singapore delegate mentioned that, in the in-service teacher-training programme in Singapore, it was difficult to organize demonstration classes because of the large number of trainees involved. The problem was overcome to a certain extent, without much cost, by the use of films and sound tapes which were incorporated into the lectures.

2.2.1.2 Terminal Assignments and Special Projects

The Vietnam delegate pointed out that in Vietnam there used to be an over-emphasis on formal examinations. In the Faculty of Pedagogy, University of Saigon, the final examinations now accounted for only half the total marks, credits being given for periodic tests, research assignments and attendance.

Dr Robert Jacobs said that examinations must be related to objectives and asked if it was realistic to set precisely the same objectives for all learners of English. He thought that there was too much stress on teaching English for the purpose of higher learning and that there was insufficient emphasis on the utilitarian aspects of language teaching. This was an area which the Reginal English Language Centre might examine.

It was pointed out that results were not up to expectations because objectives were over-ambitious.

2.3 General

It was suggested that there should be refresher courses and other forms of further training for teachers of English. In the course of discussion it was felt that the provision of incentives in one form or another was necessary to encourage teachers to come forward to receive such training.

Singapore delegates suggested that there should also be refresher courses in the form of workshops for administrators, inspectors, lecturers and principals.

Delegates from the Philippines hoped that the Regional English Language Centre would be able to interest member countries in exchange programmes. The Interim Director agreed that such exchange programmes were desirable and stated that one of the planned activities for the

Regional Centre was the promotion of regional cooperation through personnel exchange. It was envisaged that there would be an interchange of teachers, scholars and specialists among the educational institutions of the region through the provision of a number of travel grants made available each year.

The Seminar noted the urgent need for coordination and closer liaison between Ministries of Education and teacher-training institutions.

3.

NEWER APPROACHES TO INSTRUCTION AND THE TRAINING OF TEACHERS WITH SPECIAL REFERENCE TO THE TEACHING OF LANGUAGE

Paper by Dr Robert Jacobs

If you are an early riser and were awake at six o'clock this morning, at just about that time across the waters of the Indian Ocean to the south and east several thousand children who live in the outback areas of Australia were starting their school day freshly scrubbed and dressed, but sitting at desks and tables in their own homes with radios tuned to the station that broadcasts their lessons. They will receive their formal education by a combination radio instruction and correspondence study. Some of the more fortunate may have Flying Doctor two-way radio sets which enable them to communicate with their teachers in broadcast studios hundreds of miles away, but most of them will reach their teachers only by correspondence. Yet the traditional objectives of formal schooling, measured in terms of passing marks on set examinations, are being achieved.

A few hours earlier, farther to the east, television screens were beginning to light up in the classrooms of American Samoa as the youngsters began their school day. Here the entire curriculum in the schools is taught by television with master teachers in the studio carrying most of the professional responsibility, aided by classroom "teachers" having mostly monitoring responsibilities. Traditional textbooks have been replaced by programmed lesson sheets. An entirely new curriculum is being developed suited to Samoan experiences and needs. Rote memory of subject matter has been replaced by problem solving exercises and applications of learning. These are but a few of the exciting changes that TV has brought about in this particular setting where it is being used not as an instructional aid, but as a vehicle for transforming an entire educational system.

Spin the globe much farther to the east and at about the time you finish dinner tonight an airplane will be taking off from an airport near the centre of the United States, where it is early morning. The plane looks like any DC-6 from the outside, but the interior is filled with television apparatus and video-tapes. When it has reached a height of about four miles a huge antena will reach out and for the next five or six hours some 1200 schools scattered over several Midwestern states will receive instructional television on two separate channels beamed from this unusual aircraft.

Other strange things are going on in this country - the United States. In some of the laboratories and experimental-minded schools and colleges children are learning to read with typewriters instead of teachers; students are communicating with computers instead of teachers to learn math; pupils are interacting with teaching machines to learn language and other subjects.

Drop down to the south below the equator to Colombia where it is also early morning as you finish your dinner tonight. Here the name Radio Sutatenza has a very special meaning to the campesinas living in the remote rural areas. It is for most of them the medium through which comes the only education they ever receive. Early in the year education by radio starts in some 30,000 radiophonic schools reaching some 225,000 pupils. Schooling in literacy, arithmatics, social science, health and religion is carried on for ten months through this medium. A radiophonic school is either a village group or a family unit. In either case a school is established when the group or unit agrees to buy a radio, hire an auxiliar, and follow the lessons. There is no school building or classroom - simply a common gathering place. Except at the broadcasting end no teachers are involved. The auxiliar is a member of the village or family unit with at least 2 years of schooling. He must be able to read, write, and perform simple computation. After selection he is given a short training course and is then ready to carry out instructions received over the radio during each class. He handles materials, collects homework, gives tests and mails them to Sutatenza, and performs other routine tasks. He is supervised by a parish leader who may have up to ten auxiliars in his parish. Each pupil who is enrolled is supplied with a set of simple instructional materials coordinated with and supplementing the broadcasts. They are programmed so that their use is directed completely by the teacher in the studio. Pupils with ages ranging from 5 to 85 are formally enrolled, examined and graduated without ever seeing a classroom, a teacher, or a textbook as these components of the traditional educational establishment are normally described.

Spin the globe another quarter turn to Algeria. If you went to the late show last night and did not get in until midnight, at about the time you went to bed thousands of Algerian teachers were settling down to their programmedtexts in algebra in the early evening to improve their mastery of the subject they are supposed to teach. Most of these teachers were brought into the schools without adequate training as a desperation move on the part of the Algerian Government to meet the critical shortage of teachers right after independence. Now they are educating themselves while teaching. They will progress through the steps of the course, working problems, answering questions, testing themselves - in fact receiving teacher training through self-instruction without a teacher trainer.

Turn the globe now to complete the circle and just before coming back to Singapore pause a moment in India. In this heavily populated country as night comes on, at about the time you keep that 8.30 date tonight here in Singapore, farmers in villages all over India will be coming together in community meeting places to hear the all India rural forum radio broadcast. They will hear about a new way to improve their farming or perhaps a practical way to solve a community health problem, and they will then discuss under the direction of the forum leader what they have heard and will decide what action they want to take.

Now that the full circle of theglobe is completed and we have taken a quick look at selected new approaches to instruction around the world, what does it all mean? Is the kind of educational change viewed briefly in this overview simply an extension of the traditional search for better ways of teaching and learning, or are we witnessing the beginning of a sweeping educational revolution?

For many years teachers and educators have been talking about and trying out new approaches. Without delving into the history created by this professional endeavour, as commendable and as successful as it has been, it must be said that in general the search for better ways has been carried out within the constraints of certain basic assumptions which very few educators have dared to question. Reduced to simple terms these assumptions decree that any respectable educational system must have a well-trained teacher for every 30-35 students, housed in a classroom reasonably well supplied with desks, blackboards, and other standard trappings, and each student supplied with a set of textbooks, one for each of the subjects taught. And most if not all of the experimentation with new approaches until recently has been a search for ways of improving the educational process within this fix; i.e., without disturbing any of these fixed assumptions.

If you experienced any uneasiness as some of the newer approaches to education were being described in the early part of this paper most likely it is because many of them do strike at the heart of some of these assumptions and dare to suppose that educational objectives can be achieved without the traditional classroom set up, without the well-trained teacher in the classroom, and without the traditional set of instructional materials. And it is in this aspect of educational change now on the horizon that does take it beyond the historical search for better ways. The search is now beginning to question the basic assumptions. Educational Revolution is on the horizon, in fact, is now rising above the horizon!

There are significant forces behind this new direction of educational experimentation which must be recognized and understood by all teachers and educators. Among them are the following:

1. Knowledge has increased, and continues to increase, in all disciplines to such an extent that curricula can no longer cover content other than on a selective basis. Several years ago it may have been possible, theoretically, for a scholar to master most of the available knowledge in this field of specialization during formal education. This is no longer possible, even for those gifted with photographic memories, and content-oriented instructional objectives are becoming obsolete. This was pointed out recently by the Minister of Education in Singapore, Mr Ong Pang Boon, in an address to the teachers of Singapore. Mr Ong said "The tremendous explosion in knowledge and the proliferation of new ideas will inevitably force a change in the role of the teacher in the classroom, and consequently in the type of training he should receive."

   "The traditional role of the teacher as a middleman, handing down a static body of knowledge from generation to generation, should change into that of an inspirer who can instill in his pupils an unquenchable thirst for knowledge, and expose them to the art and technique of acquiring new knowledge."

   As suggested by Mr Ong, the school must now, instead of teaching content, turn effort toward teaching students how to learn and how to continue their pursuit of knowledge after leaving the formal educational establishment. Science educators are leading the way with the new approaches to teaching mathematics and science. They face not only the challenge of volume of knowledge but also the phenomenon of replacement; i.e. the content of today may easily be replaced tomorrow by a newer, more complete, or radically different set of laws and theories. This happens to a lesser extent in other subjects, too, and it can be expected that as the body of knowledge in each discipline continues to grow, the replacement phenomenon will be felt across the board. The result will be to render useless and wasteful much if not most of the time and effort now spent in mastering content in formal schooling.

Accessibility of knowledge from data banks and from other computerized methods of storing and retrieving information further relieves the school from preoccupation with "cramming" knowledge into the head of the pupil, and challenges educators to deal with new kinds of skills and behavioural patterns in setting instructional objectives.

Whether we like it or not, the phenomenal growth of knowledge stirs educational change.

2. The numbers of learners to be accommodated have grown to formidable proportions, and the volume continues to increase each year. Because of population growth there are more and more school-age children each year. The result is over-crowded classrooms, double-shifts, and less and less individualized instruction, as desperate attempts are made to preserve the traditional ways of handling the teaching/learning situation. There are also pressures on the schools to offer instructional programs to out-of-school learners - to take on more and more responsibility for adult education. This pressure of numbers represents yet another force prodding for change. The prospect of maintaining the ratio of one teacher to every 30-35 pupils becomes more and more remote, and educators are forced to consider ways of bringing the skill of the good

teacher to larger and larger groups of learners. The technology of mass media is of necessity being tapped. Indeed, the direction of the new educational experimentation derives part of its impetus from the rapidly growing numbers of learners to be accommodated, and the strain this impinges on the present system.

3. The cost of education continues to rise. Teachers have to be paid more; school buildings cost more; textbooks are more expensive, laboratory equipment and other instructional media are costly. And as costs mount, pressures increase to make the educational budget go further, The educator must of necessity search for ways of accomplishing objectives more economically with no loss of effectiveness, even though these ways break with traditional practice. Educational planners in looking to the future will be asked to examine organization, administrative structure, curriculum, and supporting services with a view toward eliminating waste and redundancy, and effecting economies without loss of efficiency. Rising educational costs bring to bear still another force for change, pointing to educational revolution in the near future.

4. The unprecedented growth of technology in recent years pushes hard at the doors of conservatism and impels change. Consider for a moment how very different our world is from that of our parents. In the span of a single generation this world has seen more profound, more dazzling, and more far-reaching change than during the sum total of previously recorded history. We seem to take for granted such phenomena as landing a man on the moon, heart and kidney transplants, communications satellites, or transmission of photographs of the planets through the far reaches of space. No more than twenty-five years ago these miracles were but the imaginative reflections of science-fiction writers. The rapid development of technology has made these accomplishments

possible and portends far greater achievements in the future. And in the education sector the development of technology which has specific utility in the educational situation and the discovery of useful applications of existing technology represent an extremely powerful force for change. Despite characteristic caution and reserve, the educator simply cannot close his eyes to important breakthroughs in educational technology. Now that business and industry is beginning to invest research and development funds in educational technology, the breakthroughs will undoubtedly multiply in the years just ahead. The growth of technology represents a powerful influence pushing for educational revolution.

5. It is disturbing to the educator to suggest that a good part of what any youngster learns is learned outside the classroom. Certainly we try to anticipate all the learner's needs in setting the objectives for formal schooling, and the crowded curriculum gives evidence to this earnest effort to teach him all he needs to know right in the classroom. But environmental factors have become more complex, and we are finding that behavioral patterns, codes of ethics, value systems, and personality traits are formed in an increasing degree from such environmental forces as the cinema, commercial radio and television, the circle of friends with which the boy or girl associates, and other factors outside the classroom and beyond the control of the teacher. Indeed an increasing amount of information and content learning is assimilated from these sources. This phenomenon is now leading to two things: (1) there are attempts on the part of educational planners to consider total environment and to try to shape these out-of-school forces into constructive learning experience, and (2) there is exploration of the adaptability of these extraneous

learning media to the formal school situation. Examples of the latter are the use of comic books for teaching literature, or the use of Mickey Mouse cartoons for teaching health. But the important point is that here is yet another influence that forces the educator to think more deeply about basic assumptions. If so much learning takes place outside the formal school system, can we be sure that our traditional concepts of what is necessary for effective learning to take place are valid? As the complexity of the environment increases and "extraneous" factors move in on the school and, without really meaning to, actually take over some of the traditional functions of the school, something has to change!

These five characteristics of the world of today inevitably force change in the educational establishment. Some of the "sacred cows" of traditional educational beliefs are under attack. Such questions as these are being asked: Is it indeed necessary to have a professionally trained teacher for every 30-35 pupils? Is it necessary to spend 6-8 years to achieve the instructional objectives which are set for the elementary cycle? Is it necessary to house the learning process in the expensive plants which are designed to serve the "normal" teacher-pupil ratio? Some imaginative educators are reaching beyond questions about assumptions and are speculating about a possible future where no school as we know that institution today may be required. A completely new kind of institution may emerge. These institutions of the future may possibly be community education centers for self-learning, open to persons of all age groups. They will be equipped with modern learning resources, largely self-instructional, and requiring a minimum of professional supervision, enabling learners to select their own educational objectives and to proceed toward their attainment each at his own individual rate of progress. The role of the professionally trained teacher in these centers will be that of counsellor rather than informer and he or she will deal with learners individually, as individuals, instead of in groups. Such speculation can be dismissed as the science-fiction of educational technology if one is so-minded, but it must be remembered that the science fiction of yesterday in the physical sciences has become the space exploits of today. Mention of such speculation at least underscores the fact that the validity of traditional assumptions is under fire.

As a result there is now a more and more serious exploration of modern technology as educators search for new ways of implementing educational objectives. Educational interest is growing particularly in communications breakthroughs. The new term of "educational technology" has been coined. It embraces teaching machines and other auto-instructional devices, educational television and radio, multi-media gadgetry, programmed instruction, and so on. Actually there is no specific body of technology to be claimed by the education sector alone as the term "educational technology" may seem to imply. There is instead a rapidly expanding search of technological breakthroughs in all fields, and the experimentation with possible educational applications of these breakthroughs is the real substance of the term "education technology."

In the developing countries educators and administrators have been trying desperately to attain sufficiency in education in the shortest possible time. But in spite of their most earnest efforts, there have been no solutions to the quantitative problems of providing basic education to the large percentage of children to whom this opportunity is now denied; of balancing this investment with the equally urgent needs for higher education and for technical education at all levels; and of finding still further resources to cope with such special problems as literacy training for adults. Nor have there been solutions to the qualitative problems of replacing the traditional aims of education with revised objectives attuned to present-day manpower needs and national development aims, and of maintaining high standards of education throughout the flux of expansion and change. Could they have been treated individually any one of these problems would have posed a serious challenge. In the aggregate they have proved overwhelming.

But these problems are in a sense self-imposed. They are problems simply because educators in these countries insist on traditional classrooms with standard equipment, on the goal of having a qualified teacher for each 35 students, on the bound textbooks that are costly to produce and difficult to keep up to date, on the instructional methods whereby one student performs while his classmates sit idle and passive, and on all the other outmoded features that the countries which are exporting educational expertise are trying to replace in their own educational programs. Take away the constraints of history and tradition and the problems begin to disappear. Certainly they take on quite different form.

The stark fact is that the kinds of problems faced by educators in the developing countries in the world as it is today can never be solved by traditional approaches. And there is no good reason why education in these countries should be tied to approaches which have been made the norm only by history and tradition. New systems and methods consistent with available resources and responsive to the problems and needs of today can, should, and inevitably will be developed. The alternative is continuing ignorance and illiteracy for an increasing proportion of the younger generations in many parts of the world.

This situation motivates the educators and the planners in the developing countries to look on the approaching educational revolution with bright hope. Although they still have a great deal to learn about educational technology, there is growing evidence that these educators have even more interest in trying new ways than do the educators in more developed societies where affluence can absorb for awhile longer the costly expansion of traditional ways of going about education. Educational TV can bring the skill of a master teacher to fifty or more classrooms at a single performance, a feat traditionally requiring fifty such teachers; educational TV can be used as the medium of instruction for an entire block of the curriculum, such as science subjects or languages, effecting economies all along the line with regard to instructional materials, laboratory equipment, numbers of teachers, and so on.

At the 18th International Aeronautical Congress which met in Belgrade, Yugoslavia in September, 1867, Dr Bruce Lusignam of Stanford University proposed an economical plan for mass education in the developing countries. The system he outlined would have for each nation a 600-pound satillite in synchronous orbit (always in the same position above the country) equipped with three powerful transmitting tubes of 1000 watts total power. The powerful signal from the craft would do away with the need for sensitive ground receivers. In cities, conventional television stations would receive programs and relay them to low-cost conventional sets with adapters, which could be mass-produced for about $120 each. Lessons prepared and presented by a nation's best teachers would be available to all primary and secondary students. It might also be used for evening adult programs in literacy, health education and citizenship.

Communications experts predict that within the near future combinations of satellites, microwave channels, computer networks, and laser paths will make possible instantaneous communication with all parts of the globe. World audiences rather than regional or national audiences will be the scope of radio and television broadcasts. Picture signals will be accompanied by multiple sound channels so that the viewer can select one in his own language. The things to come in the broad area of communications promise to open vast new avenues for direct sharing of information and ideas. They will provide instruments of tremendous power for education, knowledge, and self-expression.

The technology is available and whether or not its capabilities are pushed to their full extent depends upon the programmers and the planners on the degree to which there is willingness to adapt the educative process to the new approaches this technology makes possible; on the imagination applied to utilization of the technology.

Now how does all this relate to the teaching of languages and the training of language teachers? What are the implications with respect to new approaches in this particular part of the curriculum?

As is the case with teachers of other subjects, language educators have been talking about and trying out new approaches for some time. The direct method, the oral-aural approach, the use of charts, pictures, and films as visual aids and the use of records and tapes as audio aids to language instruction are all part of this developmental history.

The emergence of linguistics as a specific discipline and the application of linguistics and linguistic theory to the improvement of language instruction have played a major role in the development of new approaches. The linguist has bewildered the classroom teacher with new terms for old content, such as morphology, syntax, lexicology, supre-segmental phonemes, implosives, and so on. And he has all too often ignored the teacher and the psychologist and the contributions they might make to the preparation of materials and the development of methodology in terms of sound pedagogical practice and learning theory. Nonetheless the linguists have transformed the teaching of languages by demonstrating that they are best taught just as native languages are learned; namely by learning first the sounds of the language and then learning how to read and write the symbols for these sounds. This is the oral-aural approach.

Introduction of the oral-aural approach brought a new need, and an impelling need, to the training of teachers of foreign or second languages. To teach correctly the sounds of a language one must have fairly accurate mastery of those sounds. So it was necessary to devote considerable emphasis, and time to mastery of the language to be taught in training teachers who were to teach languages other than their own. And the prime barrier to wider adoption of the oral-aural approach (frequently called the "new method") is lack of familiarity and ease with the sounds of the language being taught on the part of the teacher. Most anyone dealing with the improvement of English language teaching would say readily that the standard of teaching would take a mighty leap forward if someone could wave a magic wand and suddenly give all teachers functional command of the sounds of English, even though all other aspects of inadequate preparation were left untouched.

The linguists have also discovered for us that the teaching of a language other than the learner's native tongue is greatly enhanced if a comparison is made between the sounds and structures of the two languages to identify the similarities, the differences, and the gaps (i.e. the elements that exist in one language but do not in the other). Such linguistic analysis identifies the areas where learning difficulty can be expected, as well as those parts which should be learned more easily, and the data are quite useful in preparing instructional materials and developing methodology. This discovery has its limitations as well as its benefits. The purist would say that there should be a special system of methodology and materials for each native language group to whom another language is to be taught. In multi-language national groups this becomes impractical and impossible. In Nigeria, for example, where English is presently taught as a second language and used as the national language, there are some 200 different languages and dialects with which the purist would have to deal. And the average classroom in Nigeria will have a range of from three to four of these languages. The impossibility of applying this particular linguistic discovery in such a situation is obvious.

I have been talking about things which all of you know much more about than do I, a non-specialist in language instruction.. And the real point I want to make is that all of what I have mentioned has taken place within the context of the basic assumptions I assailed in the early part of this paper. It was not until language laboratories, teaching of languages by radio and television, introduction of programmed language texts, and experimental use of teaching machines for language instruction came into the picture more recently that work with new approaches began to depart from and to raise questions about the traditional assumptions. There are promising results from these applications of the newer educational technology to the teaching of languages, and all of us are interested in learning more about them. One of these applications is the TEP program now undergoing intensive field trial here at the Regional English Language Centre which you will be observing during the Seminar. Dr Horst will describe to you the details of this course, but let me give you a brief description of the developmental background.

The Agency for International Development and the predecessor agencies which administered the foreign assistance programs of the U.S. Government have been helping with the improvement of English language instruction in many countries around the world for the past fifteen years. The major common need identified in the assistance efforts was for more and better trained local teachers of English. And though considerable effort was devoted to the task, it simply was not possible to mobilize the necessary manpower and physical resources to make a noticeable dent in this common need. Encouraged by successful applications of educational technology in other areas, AID decided in 1962 to investigate the possibility of developing a system of instruction which would employ some of the new instructional devices and which would be aimed at the need described above. The specifications called for a completely self-instructional program which would not require the services of a professional teacher trainer, which could be operated by a person who knows nothing about technological gadgetry, which would cover content and produce behavioral changes in trainees closely approximating the results of a one-year TESL teacher training program, and a program which could be completed by the trainee in approximately three months. It was a challenging task for the innovators.

The contract was taken by English Language Services (ELS) located in Washington, D.C. Some three years of research and development were devoted to the preparation of the course, carried out by the ELS professional staff under the general guidance of an advisory committee consisting of eminent research and TESL specialists. An experimental model of the course was ready for testing with trainees in 1965. This initial trial was held in the teaching laboratories of ELS. Modifications and refinements were made as a result of this trial and a revision of the course was ready for field testing in 1966. The first such test was carried out by Southern Illinois University under Ford Foundation sponsorship in Nigeria in the fall of 1966. The American Institutes for Research developed the research design for this trial. The results were sufficiently promising to prompt AID to sponsor further field testing, and a contract was developed with the American Institutes for Research to carry out field trials in three to four locations around the world outside Africa. Because of the location of the SEAMES Regional English Language Centre in Singapore this site was chosen for one of the field trials.

The equipment and supplies used in the field trial and the research specialist to conduct the experiment, Dr Horst, are supplied through the AID sponsored contract with the American Institutes for Research (AIR). Physical space, general administrative support, research assistants, and trainees are provided by Singapore. Other local costs as well as the travel and per diem costs of research participants from SEAMES countries other than Singapore are provided by a special grant to the Centre from U.S. Government regional funds.

Through regional seminars, regional participation in the research work, and possibly the recruitment of trainees from the region, it is hoped that the field trial of TEP in Singapore will not only test its general potential as a teacher training device, but that it will also result in modifications and refinements that will adapt it to the special needs of the SEAMES countries. One of the elements to be studied is the matter of cost in relationship to benefits. At the present time the cost of the system is probably excessive for most of the SEAMES countries. English Language Services was taken over in 1966 by Washington Educational Research Associates (WERA) and became a branch of WERA. The tapes, films, workbooks, consoles and other items making up the course are now produced and marketed by WERA. However, ownership of the system is in the public domain because the research and development was financed by public funds. This has enabled AID to make the following offer: If the course proves to be useful and the Centre or any one of the SEAMES countries wishes to obtain production rights, they will be granted. It is possible that local printing and production of the course components would reduce the cost considerably.

And in keeping with the new directions of research and experimentation described in the first part of this paper, it is to be hoped that TEP will set the pattern of the Centre's research activities - delving into areas which dare to question traditional approaches and searching with an open mind for the most effective ways of improving English language instruction and of solving basic problems found in this particular part of the educational curricula in the region.

3.1 Discussion

A delegate from Malaysia asked how teachers in the United States reacted to the modern innovations and if there was a fear of their losing their jobs. It was stated that the role of the teacher was still important. It was further pointed out that in developing countries where only 10% of children of school-going age were in school, such educational innovations, when introduced, would not supplant the teachers. The observation was then made that this would result in mounting costs of education.

Dr Jacobs was of the view that such types of educational programmes would take time but that their introduction in Southeast Asian countries was not impossible.

4. THE RELC TRYOUT OF TEP, A PROGRAMMED COURSE FOR TRAINING ENGLISH LANGUAGE TEACHERS

Paper by Dr Donald P. Horst
(TEP Research Supervisor)

My purpose today is to tell you as much about the content of TEP and about the RELC tryout of TEP as I can in the time we have. My motivation is two-fold. First, there is the responsibility of the Regional English Language Centre to keep the Member Countries informed of the programs at the Centre. Second, in order to meet our research objectives it is important that the needs of all Member Countries are considered in our work with TEP. In order to meet these objectives, particularly the latter one, we would like to inform as large a number of specialists as possible in each country of the work on TEP. We need to inform them in sufficient depth to enable them to make judgements about the course, and to contribute their ideas toward the revisions that we are making.

Ideally a large number of qualified people such as the group here would individually examine the course in detail, studying each section over a period of days or weeks. To approximate this ideal, we have about two hours, one today and one tomorrow, for this large group to learn about a very long program. For this reason I will try to limit myself to being as specific as possible at all times. If anything is not clear, please do not hesitate to ask me about it at the time.

Let me begin by clearing up two points. First, TEP is not a remedial English course. It is a course for training teachers of English as a second language, and it assumes that they have a good command of the language before starting the course. Second, there has been some confusion as to how long the course takes. We have found in our tryout at the RELC that between 200 and 300 hours are required to complete the course, depending on how fast the individual trainee works.

TEP makes use of three valuable teaching techniques: it is self-instructional, it requires active responding, and it is self-paced. Taking up these three features in order: The self-instructional feature means that the teacher can go through the course without the help of a TESL specialist. The course is programmed so that all the information and instructions necessary to complete the course are incorporated in the text. Tapes and films are used for topics like practice teaching, or discrimination of English sounds, that cannot be effectively presented in printed text.

Active responding, rather than passive reading, listening or watching, is emphasized throughout the course. After each short section of explanation, the teacher records his own voice or completes a written exercise. He even conducts simulated practise teaching lessons while watching films. He scores himself after each exercise so he has almost immediate feedback on how well he is doing.

Finally, although there is no provision for remedial branching in the program, the trainee does proceed at his own pace. This means that he need never go so fast that he becomes lost. In some sections a specific teacher may find that the program proceeds more slowly than he might like, but of course this can also be a problem in lecture courses. In TEP, at least, he has the option of working quickly through such sections.

Basically TEP consists of a set of programmed text books, but extensive use is made of audio tapes, and sound movie films. In going through the course, each teacher-trainee works at a specially designed TEP console which includes his own projector and tape recorder, and provides him with a degree of isolation from the rest of the room.

I. Physical components of TEP

A. Printed Text

1. There are 26 volumes of printed text.
2. These volumes are organized into 5 sections which are called "Workbooks".
3. The Workbooks give directions for proceeding through the course, present some of the content material, and include periodic self-tests on the material.

4. One volume each of workbooks I, II, IV and V is devoted to an Answer Key, covering the exercises associated with the other volumes of the Workbook.

B. Movie films

1. TEP uses 163 cartridge loaded, 8 mm sound movie films.
2. Various films run from 2 or 3 minutes, up to 10 to 20 minutes.
3. Ten films are used in presenting Phonology.
4. The remaining 153 films are devoted to Teaching Techniques.

C. Audio tapes

1. TEP uses 140 cartridge loaded tapes.
2. The majority of the tapes are used in Teaching Techniques or Phonology lessons.
3. Tapes are used in presenting new material as well as exercises. Some exercises require the teacher trainee to record his own voice.

D. Teacher Trainee Kit

1. The kit includes the Worksheets on which all written exercises are performed.
2. A loose leaf binder is included that will hold all the Worksheets for one volume of text.
3. A mirror, and other training aids are also provided.

E. TEP Console consists of:

1. 28 volumes of linguistics, methodology, phonology and grammar are included.
2. These books are referenced at various points in the TEP course.

F. TEP Console consists of:

1. Shell: The fiberglass shell is designed to provide a measure of privacy for the trainee. It incorporates:
    - a. Working space
    - b. Storage space
    - c. Two speakers
    - d. Ventilating fan
2. Movie Projector
    - a. The projector accepts cartridge loaded, 8 mm sound movie film.
    - b. No threading or rewinding is required.
3. Tape recorder
    - a. A two track (trainee and master) recorder is used.
    - b. The recorder is cartridge loaded, and requires no threading. It does have to be rewound.
4. Head set
    - a. Ear phones are provided (that may be used instead of the Shell speakers) for listening to either tapes or films.
    - b. A microphone permits student recording.
5. Study lamp.

II. Content of the TEP course (Figures in parentheses are approximate percentages of total course time)

A. The first section of the TEP program is an Orientation Manual which explains how to use the TEP Console.

B. WORKBOOK I (20%)

Phonology

The TEP phonology section is a fairly detailed presentation of the sounds of the English language.

The trainee becomes aware of English sounds and distinguishes them from non-English sounds, i.e., other languages, and from incorrectly pronounced English sounds. The trainee listens to spoken English on audio tapes and determines what sounds and words he hears.

1. Phonemes are presented singly or in pairs starting with discrimination exercises.
2. Articulation. The trainee is shown in pictures and films the position of the speech organs while various sounds are articulated. Drawings of the position of the speech organs during articulation are presented in the Workbook text.
3. Pronunciation. Through the process of listening and repeating sounds heard on tape and film, the trainee practises the correct pronunciation. He is asked to judge his own performance by determining how closely his pronunciation duplicates the voice he hears on tape.
4. Next he is asked to pronounce from transcription, then listen to a model to check.
5. Transcription. The trainee is taught a system of phonemic symbols in order to be able to both transcribe sounds he hears and to pronounce the transcriptions contained in his text. The trainee is required to memorize the phonemic symbols.

C. WORKBOOK II (33%)

English Grammar

TEP presents an exhaustive description of English grammar. Volume 1 describes grammar as being primarily concerned with meaning, both lexical and grammatical. Grammatical meaning is signaled by various processes that TEP divides into the following:

1) word order,
2) inflection,
3) function words,
4) intonation, and
5) derivation.

Beyond these five processes, the program then presents a structural analysis of the English grammar system. This generates a long list of basic formulas that apply to simple, not complex, sentences. Complex sentences are then all explained in transformational grammar.

Questions, affirmations, negation and possession are some of the transformations taught. For example, using the basic sentence of, "Tom will arrive soon", a "yes/no question" transformation would be, "Will Tom arrive tomorrow"?

The vast and complex set of grammar rules are not summarized and the trainee is not really expected to memorize all of them. However, he is expected to generate and explain correct sentences for his class and recognize and correct student errors.

D. WORKBOOK III (2%)

Language Learning

Workbook III is an introductory volume to Workbook IV, Classroom Teaching. It attempts to outline the principles upon which modern language teaching is based. The discussion points out the nature of language within a society: that vocabularies change more than grammar; that each language combines the speech sounds in a distinctive way; that there is a distinctive grammar for each language; that these differences in language make second language learning difficult; that the student must be taught to recognize and produce the phonemes which are completely different from the sounds of his native language; and that methods should teach present-day English language vocabulary that refers to situations with which the student is familiar.

E. WORKBOOK IV (30%)

Classroom Teaching

Workbook IV is TEP's major section on classroom teaching. The trainee reads text explaining technique and observes a class being taught by a teacher on an "observation film". He then uses an audio tape to practice the lesson material and finally, practices teaching this material to a class by using the "practice teaching film".

The method used by TEP follows the principle that people learn[3] a foreign language through imitation and practice. Furthermore, the objective of modern language teaching is the student's mastery of the four language skills: speaking, hearing, reading, and writing.

TEP presents each teaching technique in a series of levels of control based on the extent of the teacher's control over the student's response. The trainee is taught that when errors occur he must identify the error and return to the appropriate tighter level of control that will provide remedial drill.

F. WORKBOOK V (15%)

General Methodology

In Workbook V, the trainee continues his study of classroom teaching techniques. These include "behind-the-scene" activities such as course scheduling, lesson planning, and use of the Teacher's Manual of the English 900 series. The trainee is directed to the TEP Reference Library for detailed information on testing methods and purpose, and use of visual aids and audio aids.

The last volume of Workbook V is a study guide of optional units that include linguistics, phonology, language structure and vocabulary.

RELC Research

Our job at the Regional English Language Centre is one of evaluation and revision. TEP has been published as an experimental program. As you might expect in any such program there will be a continuing period of evaluation and revision. The process started with two preliminary tryouts in Nigeria, the last one completed in December 1967. I am still waiting for results. The tryout at the Regional English Language Centre is part of a second round of tests. Shortly after the tryout started here a similar program was started in Venezuela. A third tryout is expected to begin within a few weeks in Hyderabad, India. These three tryouts are being coordinated by A.I.R. so that we at the Regional English Language Centre will have the benefit of any relevant results that come from India or Venezuela.

The experimental design is very similar in all three countries, At the Regional English Language Centre there are to be three phases, that is, TEP will be given three times, once during each school term.

The first school term started on 4 January, but because we were in the process of renovating the new Regional English Language Centre building we could not begin TEP until 6 February. The six teachers who started there are now well along in the course, and we expect most of them to finish before the end of April. It looks now as if we will be able to stay close to the original schedule, with the second group taking TEP from about 13 May to the end of August, and the third group, from early September until the end of November.

The teachers who are now going through the course are all experienced Singapore primary school teachers. Two of them have been teaching in English stream schools. The other four have been teaching in Chinese or Malay schools. Of these four, two have completed the special in-service TESL course given at the Singapore Teachers Training College by Mr Tongue.

Our primary purpose is not to train these particular six teachers, but to have them help us in evaluating the programme. Their experience, both in teaching and in their varied training, qualifies them to comment on both the content and the instructional method of TEP. They are quick to let us know which sections are boring, and perhaps slightly more hesitant to point out areas that are too difficult.

We are now making changes based on their experiences. Trainees for Phase B (May-August) will be of similar background in order for us to check on the effects of our changes. However we are expecting one of the six Phase B trainees to come from Laos, and perhaps during Phase C we may have trainees from other countries. These trainees should help us to begin considering the suitability of TEP for all SEAMEC countries.

Research Counterparts

To work with me as research counterparts in the evaluation and modification of TEP, the Singapore Ministry of Education has assigned Mr Loh and Mr Yuen as full-time counterparts for the duration of the tryout. Both Mr Loh and Mr Yuen were trained at the Singapore Teachers Training College, and later completed specialized TESL training in England. Both have also had considerable practical experience in teaching English as a second language. Their background has been most valuable in identifying problem areas in the TEP course, and they are making a major contribution toward the research objectives.

We are looking forward to the participation of the research counterparts from other SEAMEC countries during Phases B and C. I think they will find the experience interesting, and I am anxious to learn from them what sorts of problems and successes they think TEP might have in their own countries. We are expecting the counterparts from Malaysia and the Philippines in early May, and we hope to see counterparts from other member countries in September.

The work that we are doing can be summed up under three headings:

1. Observation of trainees,
2. Testing of trainees, and
3. Revision to TEP.

Let me take these topics in order:

1. Observation consists of hourly checks on each trainee. Each check takes 5 - 10 minutes depending on problems that may be encountered. A form is filled out noting progress, difficulties with materials or equipment, skill, motivation, help given, and suggestions for improvement as well as a brief summary of what the trainee did during the observation. A separate set of forms note major events, equipment malfunctions, errors in materials, etc.

2. Two tests will be used in evaluating the effectiveness of TEP. Progress Check Tests are now being developed by the American Institutes for Research. These tests will use items from TEP exercises. There are to be 20 tests spaced through course. These tests should give a good measure of the trainees' step by step progress through the TEP course.

The Skills Inventory is a major part of the TEP tryout. It is oriented toward TESL classroom problems and attempts to measure skill in solving problems, not the specific techniques use. The Skills Inventory should be useful in later research in identifying which of these skills are actually correlated with imperial classroom success. Now we have only the English proficiency tests developed for the Nigeria tryouts. We hope to have the Progress Check Tests, and Skills Inventory in time for use in Phase B.

3. Modifications now in progress
Next I would like to give you some idea of the kinds of modifications we are making to TEP. There are three different kinds. First, as you know, TEP is a new and experimental program. It is also a very long and ambitious program, so it

is not surprising that there are still some minor errors of an editorial nature. With the help of the teachers, we are trying to be very thorough in finding any errors in the answer keys, discrepancies between text and tape materials, and so on. Elimination of these minor errors is especially important in self-instructional programs. Such errors can cause a trainee a lot of wasted time when there is no one around to explain them.

The second type of modification involves rewriting instructions that have confused the teachers, adding additional explanation in sections that are too difficult, and deleting sections that have proved unnecessary. Some programmed sequences are inadequate, and are being expanded. I think of these modifications as major editorial changes.

The third type of modification involves adapting TEP to the specific needs of Singapore teachers. This involves some changes in emphasis in the phonology section. A more important change involves modifying some of the teaching techniques to suit the conditions that teachers find in Singapore classrooms. We are preparing summaries for the trainees to keep after they complete the course.

To assist us in making these modifications, especially the third type, we are expecting two specialists in TESL and linguistics to come to the Centre during the last half of April. These people are Joyce Mannes of Washington Educational Research Associates (the publishers of TEP) and Dr David Klaus of A.I.R. They should stay about two weeks, and will advise on all changes to the content of TEP.

Preliminary Impressions of TEP

Before I conclude let me give you our initial impressions of TEP. The teachers are, I feel, generally enthusiastic. Several have mentioned that they felt they learned more during the time they spent on the phonology section than during any comparable period of study in their previous training. It was the first time that most of them had taken a programmed course making use of the constant active responding required in TEP, and it is not surprising that they found it unusually effective.

Another feature that has been favourably received is the practice teaching, in which the teacher presents a lesson to a class shown on the TEP projector. At first, the teacher trainees found it strange to teach "students" who gave their answers, made their mistakes, and corrected themselves whether the trainee gave the appropriate cues or not. Several of the trainees were rather self conscious about being observed while they tried to "teach" a movie screen. However, they all got used to the procedure very quickly, and have found that it is an effective means of learning the teaching techniques, without requiring practice with a live class.

Of course not all their comments have been favourable. Some sections of the course become a little tedious. It is not all fun. Some sections are too difficult and are the teachers find them very frustrating. Other sections are too easy for teachers with their level of experience, and they become bored. In some sections they learn techniques for which they can see no practical application because of the large classes that they normally teach. But these problems are relatively minor ones, and we hope to go a long way toward correcting them before the end of our tryout.

My own feelings are much like the teachers'. Although there are many minor problems, they are largely ones with clear solutions. Basically, TEP seems like a very effective method of providing TESL Training. The self-instructional aspects of the course look very promising. Except for confusions caused by typographical errors, the teachers have been able to proceed with virtually no outside help. There have been a few minor problems with equipment, but these are the kinds of problems that one would expect in a language laboratory, and the same kind of technician should be able to deal with them.

Even if TEP turns out to be an effective method for TESL training, there is still the question of cost. We must find out if TEP is economical in relation to other methods of training teachers. It is still too early to make any judgements on this question. To answer it we must know how long the equipment will last. We also need to know whether there are changes in the equipment and materials that will reduce the cost without reducing the effectiveness. We will be studying these problems in detail in Phases B and C.

4.1 Discussion

To an inquiry about the phonology part of the Teacher Education Program (TEP), Dr Horst replied that it was possible that some of the trainees could not recognize their own mistakes. TEP assumed that trainees had a good command of English, and was not intended to be a remedial English programme. However, TEP included many drills aimed specifically at helping the trainee to recognize his errors, and in general the drills seemed to be effective.

Dr Horst was asked how the trainees reacted to spending long hours in the machines. Was there a loss of efficiency? Would this give rise to unnecessary errors in performance? Were there difficulties in retention?

He replied that the reaction was mixed. Some trainees indicated that they would prefer shorter hours, perhaps three hours per day. Others were willing to work up to six hours per day in the consoles provided that the six hours were broken up into three two-hour sessions, with breaks between them. Dr Horst said that the drop in efficiency over the four-hour session had not yet been systematically studied at the Regional English

Language Centre, but the observation was that there was no noticeable drop during the hourly checks on the trainees.

It was also suggested that splitting up the daily programme into component parts, e.g. an hour of phonology, an hour of grammar etc., might be preferable to "package" study, e.g. a month spent on phonology, another on grammar etc. The variety might further increase the trainees' level of interest.

Dr Horst was asked how he hoped to reconcile the differences in the phonetic patterns of the users of TEP who came from different parts of the region. There was the possibility that trainees from countries accustomed to the British phonetic system might be confused by the films which depicted the articulation based on the American phonetic pattern.

It was pointed out that this was not really a problem since English language teachers ought to be familiar with the two major types of English, British and American. If anything, TEP would heighten their consciousness of the differences. The Phase A trainees from Singapore had no difficulty in recognizing the differences between British and American sound systems. They realised that they were not expected to teach American pronunciation to their pupils after the course.

Information on the cost of a TEP console and accompanying materials was given by Dr Horst as follows:

1)	Cost of one TEP console complete with 140 tapes, textbooks, workbooks and reference books	US$3,000
2)	Cost of one set of 163 films	US$8,000

Doubt was expressed as to the practicability of TEP to produce adequate TESL teachers to serve the needs of the region in view of its cost.

It was felt that such fears might not be justified because the cost of equipment would not exceed the total of teacher-educators' salaries for the period of its life span. Some delegates felt that this reasoning might not be valid in their countries where teacher-educators' salaries were low. It was also pointed out that the TEP consoles at the Regional English Language Centre were really "prototypes". It might be possible to produce equally effective consoles in Southeast Asia at substantially lower cost.

The objectives of the TEP experiment were discussed next. Dr Horst reiterated that Phase A was intended to be a feasibility test with a view to modifying the programme materials if this was necessary. Phase B would be a controlled experiment to include testing the effectiveness of trainees before and after the course.

5. TOURS AND FILMS

5.1 The Educational Television Service of the Ministry of Education, Singapore.

5.1.1 Visit to the ETV Service of the Ministry of Education, Singapore

On the morning of the final day of the Seminar (6 April), the delegates visited the ETV Service of the Ministry of Education at the Teachers' Training College, Paterson Road, They spent an hour and a quarter there and were briefed on the work of the ETV Service in general and the ELT ETV programmes in particular.

Mr Lian Fook Shin, Head of the ETV Service, addressed the visitors first, welcoming them to ETV and giving a brief sketch of the history and present scope of the Service. ETV Singapore had started transmissions at the beginning of 1967, after nine months of concentrated work in equipping the service and training production and technical personnel. Standards of production and presentation were from the outset of the highest: one of the earliest programmes on English Literature gained a prize at the annual International Educational Broadcasting Contest in Tokyo in that first year. At the time of the visit ETV Singapore was producing eleven programmes per week for thirty weeks of the year: The subjects were Mathematics, General Science, English as a Second Language, the National Language, Geography, Civics, English Literature for schools, and English Language for Adults. In each subject there were two series, one for Secondary One pupils and one for Secondary Two pupils. There were booklets of Teachers' Notes to accompany each term's work in each subject; these were distributed to the schools some weeks before the start of each term.

Miss Jean Kerr, British Council Television Officer attached to ETV Singapore, then spoke briefly about the English Language programmes. There were two series of English as a Second Language being telecast to non-English-medium schools in Singapore, one for Secondary One and one for Secondary Two pupils. The programmes were based on the Syllabus prepared by the Ministry of Education and recommended to all teachers. The programmes presented dramatised situations in which the pupils could hear the language at work in communication between two or more people; this was intended to supplement the work of the classroom teacher, giving more varied examples of oral English. The course was based on the progression of structures recommended in the Ministry syllabus, one new structure being introduced in each lesson. The vocabulary, too, was strictly controlled. The basic vocabulary of 1000 words at the beginning of the Secondary One course was augmented in each programme by between ten to fifteen new words. The dramatised situations in each programme were punctuated by teaching sections in which examples of the structure of the week were pointed out and stressed. There was a question session towards the end of each programme during which the viewing classes were asked to answer aloud questions asked from the screen.

Utilisation courses were held for teachers using the programmes in their classes. Teachers were given guidance on methods of preparing for and following-up the programmes; in a recent course, methods of integrating the TV lessons into the rest of the school work had been discussed.

The Seminar delegates were shown a CCTV programme used during the last Utilisation course. This showed a complete TV lesson in progress in the classroom. The teacher prepared the class for the TV programme, the complete programme was shown and the teacher followed up by drilling the structure of the week. The teacher and the class were from a local school and the programme had been recorded without rehearsal.

5.1.2 Discussion

The visit to the ETV Service generated a good deal of interest. The use of ETV in English teaching was discussed again in the afternoon session following the visit. It was reported that in Thailand there had been a successful ETV service, but this was available to some schools, primary and secondary, in Bangkok only. The service had to operate under restricted conditions because of the high cost of TV sets and the lack of trained personnel. Some films such as "Let's Speak English" produced in the United States had been telecast.

In Vietnam the ETV service was started in 1967, but it had been discontinued. Japan was being approached to assist in launching a good ETV service.

5.2 The TEP Course

5.2.1 TEP Demonstration

Each seminar delegate saw a one-hour demonstration of TEP. The demonstration was presented by Dr Horst, TEP research supervisor; Mr P.Y. Loh and Mr N.O. Yuen, research assistants from Singapore; and the six Phase A trainees. Half of the demonstration was devoted to showing the use of the TEP consoles. Seminar delegates watched trainees go through phonology lessons using both film and tapes. They also saw a lesson on teaching methodology in which a trainee observed a model class on film, practised the material that was presented to the model class, and finally, in a simulated teaching exercise, presented the material to filmed students.

While one group of seminar delegates observed the use of the consoles, others examined sections of TEP that did not require the use of the consoles. They read lessons from the grammar section, and completed selected paper and pencil exercises that accompanied the lessons. They also read sections of the programmed text covering testing and audio-visual aids, and they had the opportunity to discuss these materials with several trainees and research staff members who were present.

5.3 Films: View and Teach

5.3.1 Viewing

Four films from the series "View and Teach" were shown. These films had been specially prepared for teachers of English as a second language and produced by the British Broadcasting Corporation in association with the British Council. Mr Ray Tongue, Lecturer and Organiser of TESL in-service courses at the Singapore Teachers' Training College introduced the films. The viewing was followed by a general discussion.

Film 1: Teaching a New Pattern: (Film 1 Series 1)
A revision lesson in which pupils show their ability to use several tenses correctly when describing a sequence of actions.

Film 2: Rhythms of English Speech: (Film 10 Series 1)
The class is drilled on sentence-patterns with emphasis on stress, rhythm and intonation."

Film 3: The Elephant is Bigger: (Film 13 Series 2)
The use of comparatives.

Film 4: Teaching the Consonants: (Film 22 Series 2)
Some general ideas about the importance of consonants.

5.3.2 Discussion

It was indicated that these films had proved useful in the in-service TESL courses and appealed to teachers. In answer to a query by a delegate from the Philippines, it was said that the twenty-four films in the two series might be available through the British Information Centre in Manila. They cost about £12 each. The question was asked whether it was possible to make films for use as demonstration lessons. The feeling was that these would be circumscribed by the difficulty that language teaching problems were difficult to predict and as such difficult to organize for the camera. As far as these films were concerned, they were controlled, pre-scripted and rehearsed, and intended to focus attention on particular teaching techniques meant to overcome specific difficulties.

It was pointed out that super 8 mm films were very useful as they could be operated on low voltage current and on a battery. They would be specially suitable for remote areas without electricity.

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PART II

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6. ENGLISH LANGUAGE TEACHER TRAINING PROGRAMMES IN INDONESIA

By Dr Samsuri

The Indonesian school system, which has a 6-year elementary education, starts with using one of the 225 regional (local) languages, such as Javanese, Sundanese, Madurese, Balinese, Achenese, Minangkabau, Buginese, etc., as its medium of instruction from the first to the third grade of its elementary school. From the fourth year upward Bahasa Indonesia is used. In multi-racial communities Bahasa Indonesia may be used throughout.

English is compulsory only from the first grade of the Secondary school. It is taught completely as a foreign language, while the medium of instruction is Bahasa Indonesia. The 6-year secondary school system, currently divided into a 3-year Junior High and a 3-year Senior High, allots only 3 to 4 hours a week English lesson. The method of teaching English in the Secondary School is by and large the aural-oral approach, prescribed by the Ministry of Education, though the English teacher may enjoy some freedom in using the method he thinks most effective and suitable. Not seldom one would find teachers of English in the Senior High Schools using the so-called eclectic method, especially where texts are scarce and teachers are left alone to use their own resources.

In the colleges and universities a two-hour English course is given, which aims at the mastery of a "working knowledge" of English, except in English Departments where courses are taught by using exclusively English. The system of higher education has a three-year graduate study. Up to now no post-graduate programmes are being offered. The training of English teachers has the following pattern. Two-year colleges of English, with a basis of secondary education, are found to train teachers of English of the Junior High school. Where teachers are scarce, those graduated from normal schools (a 3-year education after Junior High) with no special English training, have to teach English at the Junior High level. Undergraduate programmes of

English Departments of the Faculty of Language & Art Teachers at Institutes of Education will train teachers of English at the Senior High level. English at Colleges and Universities is taught by M.A. holders graduated from English Departments. Many of the lecturers at the English Departments are holders of M.A. degrees from universities outside Indonesia (mostly American universities) and/or holders of M.A. degrees of English Departments from Indonesian Institutes of Education plus up to a year of training atroad (England, Australia, New Zealand, and also the United States of America). The English Department of the Institute of Education in Malang, East Java, is unique in having an additional 6-month course after its graduate programme for training English lecturers of English Departments in Indonesia. This programme, which was set up with the help of the Ford Foundation in 1960 has enjoyed assistance in the form of an up-to-date library, a 22-booth language laboratory, 6 scholarships for post-graduate study in the United States, and two American professors. In 1964, due to the political situation, the American professors were compelled to return, and their work has been continued by 3 Indonesians with Ph.D degrees from American universities.

In the two-year colleges of English as well as in the English Departments the main courses include English Proficiency, 65%; Methodology, 10%; Linguistics 15%; English Literature 5% and Pedagogy 5%. English Proficiency consists of the four language skills, production and recognition in the spoken and written form. Methodology also includes practice teaching. Linguistics in 2-year Colleges and the under-graduate programme of English Departments comprises English Phonology (Phonetics + Phonemics), Morphology and Syntax, and General Linguistics, while in the graduate programmes it may be extended to general phonology, morpho-syntax, a survey of linguistic theories, and contrastive analysis.

General courses will have the following time allotment: 25 hours a week in the first year, 22 hours in the second, 20 hours in the third, 18 hours in the fourth and 14 hours in the fifth (plus thesis). The decrease in time allotment is caused by the decrease of proficiency courses given in the subsequent years.

Throughout Indonesia there are approximately 50 two-year colleges of English and 17 English Departments of Education Institutes. At Universities the English Department will only teach English Literature, and lacksprogrammes for the teaching of English and its problems.

To improve the standard of English teaching, with the help of the English Department in Malang as a "feeder department" (Indon. Djurusan Pembina), English departments throughout Indonesia will be upgraded. In-service courses for English teachers are being conducted by the Ministry of Education and the English Department in Malang, and with the help of the Ford Foundation in Jakarta text-books for secondary schools are being written and printed.

7. GENERAL INFORMATION ON THE COLLEGE OF EDUCATION AND ON THE ENGLISH SECTION IN LAOS

By Madame Pinkham Simmalavong

The College of Education is the main teacher training college in Laos and the only one which trains English Language teachers. It is composed of three sections: Lao, French, and English (i.e. three languages are used as a medium of instruction)- The school has 1,500 students, almost all of whom live at the school. The faculty consists of teachers from many lands: American, Australian, British, Canadian, French, Indian, Japanese, Lao and Thai.

The English Section, the third component of the College of Education, started in 1959 under the guidance of the South East Asia Regional English Project, (SEAREP) the project sponsored by the University of Michigan and A.I.D. It has a twenty position language laboratory that has been in use since its existence. We are in the process of installing a thirty position laboratory in its place. The teachers is the English Section are American, Australian, British, Lao, and Thai. Present enrolment is a little over 200. When the programme is old enough to have students in each of the seven years, the enrolment will reach about 330 students.

Training of English Language Teachers in Laos

A programme for training English language teachers first began in 1959. The original programme was five years in length, starting after the second year of the first cycle of the secondary school (after eight years of school). The total number of years a student would have spent in school before finishing the programme was 13, the same length for one finishing the "lycee" high school).

At first the students were selected by an entrance examination that was composed of an aural aptitude examination, an artificial language examination, a Lao language examination, and an arithmetic test. Heaviest emphasis was placed on the aural aptitude and the artificial language (the

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purpose of this was to test students' language aptitude. However, as there was found to be little correlation between the artificial language test used and students' performance at the college, an intelligence test devised for students of Afro-Asian culture has been substituted).

In the first year the students are given an intensive course in English. The materials used have been developed by SEAREP with later additions and modifications. Starting with the second year, the academic subjects are taught in English. As a student progresses, the number of hours of English decreases and the number of hours of academic subjects increases.

The fourth year of the programme is spent by most students in the United States under the American Field Service. The students usually attend the last year of high school and obtain a high school graduation certificate or diploma. The students then return to Laos for the fifth and last year of the programme. During this last year the students receive some basic professional training. At present there is no specialised course of training for English Language teachers. All the fifth year students study a general course of Pedagogy, and within this course some attention is paid to the principles of English Language teaching as well as principles of teaching other secondary school subjects. During the course the students observe teaching techniques and do some practice teaching. The students are introduced to the theories behind the structural situational method of teaching English and the aural-oral approach. The examination set at the end of the course includes one section on teaching English as a foreign language which demands some grasp of the theory on which techniques are based as well as reference to practical examples of teaching problems. The students are required to have carried out a satisfactory period of teaching practice. At present most of these students will complete their studies overseas, but when the 6th and 7th years of the programme come into operation (1969 - 1970, and 1970 - 1971) their professional training will be able to be extended.

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According to Lao Ministry of Education regulations, the graduates must spend one year in a foreign country after finishing the curriculum, for teaching in the first cycle of the secondary school. This is true for all programmes training teachers at this level. Those students in a French programme go to France. Those in an English programme go to any English speaking country. At present students also go to other countries such as Thailand and India, where programmes are available.

Under the programme originally set up by SEAREP in Laos, academic subjects were taught for programme enrichment and general education and were secondary to the English language courses. The only objective was to produce Lao teachers of English. Most of the graduates went to the United States to obtain a university education. About half could succeed. The main reason was not a lack of language ability but a lack of preparation in academic background.

In the fall of 1965, a plan for a new programme was adopted. Under the new programme the students are enrolled in the English Section immediately after elementary school, two years sooner than in the previous programme. The programme still runs through the end of the second cycle which will make the programme seven years in length instead of five. This will accomplish two things: (1) it will give us two more years to teach English and academic subjects and (2) the students will enrol at a normal break of the Lao school system (a6 - 4 - 3 track). The students no longer have to leave one programme in the middle of the first cycle and enter the English Section. The number of students applying for entrance has risen from 25 to 30 per year to 300 to 350. This allows us to be extremely more selective.

At this same time the objective of the section have been extended to include the training of other subjects: Mathematics, Sciences, Social Studies, Mannual Arts, and Agriculture, as well as teachers of English. The number of students admitted each year has been increased from less than 20 to about 80.

The new curriculum is common to all students for the first four years and is general in nature. The fourth year consists of an intensive English programme of 28 hours per week (structure - Grammar, Pronunciation, Reading and Comprehension, Language Laboratory, and English Review (comprising reinforcement of teaching of structure arising from contrastive study between Lao and English) with additional courses in Lao Language and Lao history and Geography (these subjects are taught in Lao).

Curriculum of the English Section

First year

Grammar	12 hours/week
Language Laboratory	6
Pronunciation	6
Penmanship/Reading and Comprehension	2
Lao Language	2
Review	2
Social Science	3
Total	33 hours/week

Second year

English	10 hours/week
Mathematics	3
Social Science	5
General Science	5
Lao Language	3
Practical Arts	4
Total	30 hours/week

Third year

English	6 hours/week
Lao Language	3
Social Science	5
c/f	14 hours/week

	b/f	14 hours/week
Mathematics		5
Biology		5
French		3
Practical Arts		4
	Total	31 hours/week

Fourth year

English		5 hours/week
Lao Language		2
Social Science		5
Mathematics		5
Science		5
French		2
Translation		2
Agriculture		4
Pedagogy		3
	Total	33 hours/week

Fifth year

English		5 hours/week
Lao Language		2
Social Science		5
Mathematics		5
Science		5
French		2
Translation		2
South East Asian Culture		3
Pedagogy		3
	Total	32 hours/week

At the end of the first four years the students receive a diploma on having finished the first cycle of the secondary school. During the last three years the students will specialise in one of the major areas required. Regardless of the area specialised in, he must continue to take some other courses in other areas to insure a good general education as well as specific skills and knowledges.

After this seven-year programme is completed a year of additional training in Pedagogy, practice teaching or advanced studies (for an academic subject major) plus Applied linguistics and Methodology (for an English major) will still be required for the graduate before he can teach in the first cycle of the secondary school. Until such time as a programme like this can be developed in Laos, students will still need to complete their training overseas. A university education will be required before he can teach in the second cycle.

Problems of Training English Language Teachers in Laos

The main problems in training teachers in Laos arise from the lack of professionally trained staff to demonstrate techniques and supervise teaching practice, and to lecture on principles of teaching language.

8.1 TRAINING OF ENGLISH LANGUAGE TEACHERS IN MALAYSIA

By Mr A.L. McGregor

Introduction and background

Malaysia has an educational system adapted to a multi-racial society that is now being adjusted to fit in with the position of Malay as the official language. English is taught in all schools and still has a predominant position in many fields of commerce and industry, and in East Malaysia, in official communications as well.

In our schools, there are three or more language streams in the primary segment with two mainly in the secondary segment. The duration of the course is six years for Primary, four for Secondary and two for post-secondary making twelve years in all before university entrance.

As far as English Language teaching is concerned, there is a distinction between those schools which use English as the main medium of instruction (loosely referred to as the English schools) and the other schools with different media of instruction, which teach English as either the only second language or sometimes as one of two other second languages. Thus, where the medium of the school is Malay, the second language in almost all cases would be English. But where the medium of the school is Tamil or Chinese, the first second language would be Malay, but with English as another second language.

There is also a special type of English teaching, designed to prepare a pupil who is transferring to a new medium of instruction in the secondary school, through a year's intensive study in a "bridge" or transitional class.

From this broad picture, it can be seen that the following types of English teachers may be recognised:-

Primary Segment

(a) Teachers of English in English medium schools;
(b) Teachers of English, as the only second language;
(c) Teachers of English, as one of two second languages.

Intermediate Segment

Teachers of English in transitional classes which offer a one-year intensive course for pupils transferring from Malay, Chinese, or Tamil, medium to a secondary school using English as a new medium of instruction.

Secondary Segment

(a) Teachers of English in English Schools;
(b) Teachers of English, as the only second language;
(c) Teachers of English, as one of two second languages.

For salary purposes, and based on basic academic qualifications, yet another broad classification is possible, as follows:-

(a) Teachers of English with primary teacher training;
(b) Teachers of English with secondary teacher training;
(c) Teachers of English with secondary teacher training and Diploma in Education or equivalent, with a University degree in English Literature.

From the above, it will be evident that teacher-training in Malaysia is conducted both by the Ministry and the University. There is close liaison between the Teacher Training Division of the Ministry and the Faculty of Education of the University of Malaya in Kuala Lumpur.

8.3 THE TRAINING OF GRADUATE TEACHERS OF ENGLISH IN MALAYSIA

By Mr A.L. McGregor

In the training of graduate teachers of English in Malaysia, (which is carried out entirely at the University of Malaya), there are three controlling factors. First the basic training of the graduates, i.e. the pretraining the graduates have received before they come to this teacher training course. Secondly the purpose for which these graduate teachers are intended, and thirdly, the length of time available for the course.

1. Pretraining: From what I have already said you will understand that our graduates come to us as fluent speakers of English having been educated in English throughout their school and University careers. The lowest acceptable qualification would be a pass degree with at least one year of University study in English, though most will have done more than that. If English is to be their major teaching subject then English must also have been their main degree subject. (In fact we have relatively few pass degree students accepted for this course).

   It is, however, to be noted that their University work in English naturally tends to lean heavily and often entirely to the side of Literature, and frequently we find the graduates know little more about the language, its structure, its sounds, than they did when they left school.

2. The purpose for which these graduate teachers are intended. As graduates they will be required to teach most of their periods in upper secondary classes. This means that they will not normally be faced with a second language teaching situation, certainly not in its initial stages at least.

   However while previously most graduates went to English medium schools increasing numbers are now going to Malay medium schools or schools nearly conforming to the national pattern (e.g. former Chinese medium schools) where the situation is at least nearer second language teaching and present standards of English are not as high.

Finally the normal expectation is that graduates will become the subject heads for English, often in our expanding system within a year or two of starting teaching, and that therefore an overall knowledge of the teaching situation for English is required in order to plan and guide the school's programme.

To sum up the purpose, while our graduates will seldom have to do second language teaching in its initial stage, they often will be responsible for supervising it. Most will find themselves nearer the position of English teachers where English is the first language or at some point between the two.

3. Length of Course. The training course lasts for one normal University session from which one term is taken for practical teaching practice. Teaching or lecturing time is found to be 30-32 hours. Of course the practice teaching period must certainly be counted and adds many valuable practice and discussion hours.- many believe the most valuable hours of the course.

The theory on which the instruction of teachers of English is based might well be taken as a fourth controlling factor or indeed THE controlling factor, were there any single controlling theory. I am not however able to say that there is any single theory to which we have committed ourselves, neither grammatical nor pedagogical. In fact we are fairly suspicious of the one theory men! Our approach is pragmatic and geared to our situation. Of course I am aware that the word pragmatic is much abused but I think you can take it that in this case it does not mean doing anything that occurs to us in any order that seems fit to us. In as far as second language teaching goes direct methods based on a structural, situational approach are generally advocated. General English teaching is based on inductive methods and much personal motivated practice in the main areas, especially in the hitherto more neglected oral and reading fields. However, we have no sacred taboos and believe in a fairly searching reappraisal of even our most hallowed terms. As an example I would say that recently reported research by a member of our Faculty has cast some considerable doubt on the widely accepted notion that the translation method inhibits learning due to mother tongue interference. No doubt we need more challenges of this kind to things we have simply heard again and again and accepted pretty blindly.

The range of studies is therefore very wide. We have to prepare general purpose teachers of English for situations that could range all the way from the very first teaching of a second language to those who are preparing to sit examinations like the Cambridge Higher School Certificate in Literature. The syllabus has therefore to cover aims and content in the three major areas and grammar teaching, the teaching of literature - prose, poetry, drama, English tests, libraries, aids as well as second language teaching.

Now with 30 hours available and a range like that the second feature of our course will be evident to you. We are forced to deal with these subjects, I won't say at a shallow level, but at the level of considering main principles and leaving most of the working out in detail to the graduates in their practice. If one considers trying to cover a field like reading in 2/3 hours you will see that it becomes necessary to concentrate on materials and sources from which the graduates can themselves develop their training. However I must re-emphasise that a fairly long (11 week) period of practice teaching is most valuable in working out with the students many of the details that could not possibly be covered in the lecture time available. We are also fortunate in the availability of language laboratory facilities.

One other aspect of our range of studies is worth mentioning. Due to the fact that our graduates have for the most part done no language study since leaving school we have found them rather weak on this and particularly in their knowledge of the principles behind oral work, spoken English. In view of the fact that much of their effort will be on remedial work we have had to introduce a content cum methods course on spoken English, on what a foreign language teacher has to know about the spoken language, on recognising and teaching the sounds of English and on stress and intonation. This is a 15 lecture course compulsory to all graduates taking English teaching method.

I ought also to say that a supplementary optional course on English Method is offered to any graduate who is taking other subjects but who wishes to prepare for a possible assignment as English teacher in the years ahead, as most of our Arts graduates have to teach some English.

There is no formal examination on English Teaching methods. The graduates are assessed on their practice teaching plus assignments on various topics set during the year, normally about 2/3 assignments which require study in some depth.

The average production of graduate teachers of English in the past three years has been around 50. They have been well reported of as adventurous and bright teachers. Undoubtedly their weakest side will be on second language teaching and the provision of extra in-service courses or a programmed TEP course to equip them in this respect as the need arises would be a great help.

8.2

PRESENT POSITION OF TRAINING ENGLISH LANGUAGE TEACHERS IN MALAYSIAN TEACHER TRAINING COLLEGES

By Mr Chong Seck Chim

Introduction

This paper attempts to set out, in a general way, the present position of training English Language teachers in Malaysian teacher training colleges.

Before the Integrated Teacher Training Programme of 1964, some Malaysian secondary teacher training colleges had been organised as general purpose colleges providing all the subjects in the secondary schools curriculum as options during the training. It was felt that this did not lead to the most economical use of staff and equipment. Under the Integrated Teacher Training Programme, the secondary teacher training colleges specialise in certain specific fields of study to prepare teachers to teach these subjects. These specific fields form the areas of specialisation during the period of training. In order, however, to give a broad and liberal education to the student teachers, elective subjects are also offered. The primary teacher training colleges/centres prepare general purpose teachers for the primary schools.

The Malayan Teachers College, Pantai Valley, Kuala Lumpur (MTC, K.L.), which specialises in the teaching of English and Chinese at lower secondary level, prepares students as teachers of English or Chinese, and the arts subjects. It offers the following training:

(i) Two-year course for School Certificate holders;
(ii) One-year special course for H.S.C. holders.

It is intended to provide a supplementary one year course for trained teachers with at least three years approved teaching experience.

The M.T.C., K.L. was also partly responsible, up to 1967, for the training of English teachers in 22 Regional Training Centres (RTCs) in West Malaysia. Besides this, it has conducted several professional seminars in the teaching of English.

The MTC, K.L. and other MTCs work closely with the Faculty of Education, University of Malaya, K.L., and standards are maintained through a system of external examinations. The Dean of the Faculty of Education is the Chief External Examiner.

Syllabuses

There are two English syllabuses followed in teacher training colleges:-

(i) Special English Course: This is a specialist course for MTC, K.L. students, who have 10-11 hours of English per week;

(ii) Basic English Course: This is for all MTCs other than MTC, K.L., and also for primary teacher training colleges/centres, with some modifications. They have 3 - 4 hours of English per week.

Special English Course

The general aims of the Special English Course as a whole are as follows:

(i) To provide practice in the use of the English language in speech and writing so that the students may be able to teach effectively in this language medium.

(ii) To deepen and widen the students' understanding and experience through the reading and study of English literature.

(iii) To provide instruction and practice in methods of teaching English.

The contents of the syllabus are as follows:

(i) English Language

(ii) Speech Training

(iii) Literature - Prose, Poetry, Drama.

(iv) General Methods of Teaching English (Method I)

(v) Special Methods of Teaching English (Teaching of English as a Second Language: Method II).

Each section has its own aims. This division into sections is chiefly for the purpose of arrangement in the syllabus. It is intended that there should be no strict division between various sections: the Language, Literature and Methods Courses should be integrated wherever and whenever possible, both in teaching and in the assignments and examinations.

The course work for each section is based on the aims. The aims for each section are given below:-

English Language

(i) To train students in language work to be able to teach their subject well.

(ii) To stimulate clear logical thinking.

(iii) To develop a discriminating response to language.

(iv) The objective should be the exact and fluent speaking, hearing, reading and writing of English. The emphasis should be on communication, in speech and writing the prime purpose should be intelligibility.

(v) The figurative language natural to the individual should be encouraged.

Speech Training

(i) To equip students to speak distinctly, audibly and attractively; the standard to be aimed at should approximate to Received Pronunciation (R.P.)

(ii) To show how to use the voice to avoid strain and produce the best effect.

(iii) To train to find, use and experiment with methods of teaching speech in schools.

Prose

(i) To provide a prose course that should encourage students to read widely, to formulate opinions as a result of individual thought and experience, and to awaken and develop varied interests.

(ii) To help students achieve a broader knowledge of English Literature with special emphasis on the novel, its development, and relationship to its social background.

(iii) To encourage critical appreciation.

Poetry

(i) To create an interest in poetry for its own sake.

(ii) To show with reference to selected poems the development of English poetry in relation to the background.

(iii) To examine the selected poems with particular emphasis on their structural and creative aspects.

Drama

(i) To present a comprehensive account of the development of the Drama by means of:-
   (a) detailed study of 6 plays by internationally recognised dramatists selected on a chronological basis.
   (b) the study of such historical and literary background as is necessary for the understanding of works.
   (c) the study of excerpts from other plays by these dramatists and their contemporaries.

(ii) To introduce students to elementary practical drama work in the classroom and to some of the practical problems involved in full-scale amateur and professional productions.

(iii) To examine the principles, themes, techniques and artistry of great dramatists as reflecting contemporary taste and standards, and to evaluate their relevance to modern times.

General Methods

(i) To introduce students to the English syllabuses used in schools - principles and content.

(ii) To help students become aware of methods by which the aims of these school syllabuses could be achieved.

(iii) To encourage students to become familiar with current research findings in language teaching.

Special Methods

This course has 3 principal aims:-

(i) To give an account of English as a linguistic system.

(ii) To examine contemporary aural-oral approaches to English.

(iii) To provide guided practice in the application of teaching techniques.

Basic English Course

This course has the following general aims:-

(i) To enable the students to speak Standard English, to understand it when it is spoken, to read it and write it with ease and accuracy, so that they can engage in comfortable communication, whether oral or written, with English speakers of any nationality or background.

(ii) To encourage the students to read, to find things out for themselves, to discuss, to enquire and to think independently - to use English freely. These students are also given some lectures on the methods of teaching English.

The Remove Form (Bridge Class)

The Remove Form was started in 1956 so that children from non-English medium primary schools could join English medium secondary schools. These children concentrate on English in their first year in the secondary schools i.e. in the Remove classes. They take the Lower Certificate of Education Examination in their fourth year instead of in the third year as the children from English medium primary schools do.

In the early years Remove Form teachers were not given consistent guidance on what to teach and how to teach it. As a result most Remove Form pupils were still weak in English and were unable to keep up their Form I studies in English. A committee was set up in 1960 to devise a special English syllabus for the Remove Form, and the Interim Syllabus for the Remove Form was drawn up. (This has since been replaced by a new structural syllabus).

There are still many teachers doing Remove Form work who do not know how to get about teaching English as a second language. MTC, K.L. students are given training in second language methods.

Training should also be given to teachers of other subjects in the Remove Form. Some teachers are not quite convinced that such subjects as Geography and History can be made the vehicles for English language study, and that every lesson can also be an English lesson.

In some schools Remove classes are taught by three or four different teachers so that there are Pronunciation periods, Grammar periods, etc. It might be better for one teacher only to teach English in any one class. Principals might also be encouragedto allocate the best rather than the weakest teachers to Remove Form work.

In-Service Courses

MTC, K.L. has conducted In-Service Courses for qualified teachers from all over Malaysia. This is to ensure that Remove Form teachers know how to teach English as a second language.

The Language Laboratory

MTC, K.L. has a Language Laboratory which was presented by the British Council. The Language Laboratory, as you all know, is a special classroom for teaching foreign languages. It supplements the work carried out in the ordinary classroom. The work done in the Language Laboratory aims at improving the students' own command of oral English for their future teaching, and at showing them how to conduct drills etc. with their own pupils later.

The Language Laboratory keeps a full class of students working and learning for the entire period. The teacher can monitor, correct and grade twice as many students in the laboratory as is possible in a classroom recitation of the same duration. Classroom work complements laboratory work by preparing the students for the drills. Classroom work becomes more flexible as students who have prepared in the laboratory come to class with good pronunciation and confidence. They hear and imitate a variety of native speakers. The classroom is relieved of routine repetition drills and freed for flexible application of the language.

Films

A useful series of films entitled "View and Teach" is shown to the students. These films were produced by the B.B.C. in association with the British Council, and are intended to help teachers of English as a second language. There are 12 fifteen minute films (B/W) in the series. The series is divided into four parts:-

Part I	-	Nos. 1 to 5
Part II	-	Nos. 6 to 9
Part III	-	Nos.10 to 11
Part IV	-	No. 12

Part I makes a complete unit in which the problems and practice of sentence patterns are dealt with.
Part II deals with techniques for getting the pupils of a class talking and acting.
Part III is concerned with pronunciation problems.
Part IV summarises what has been shown in the films already seen, and develop some of the themes.

The procedure adopted is as follows:-

The students are prepared for the films so that they can benefit more from the films. Before the films are shown the students are given questions to prepare for discussion. After the films have been shown, the questions on each film are discussed. The discussion takes one of three forms:

(i) discussion led by the lecturer;

(ii) discussion in syndicates reporting back to the whole group;

(iii) individual exercises.

When the whole series has been seen and discussed, some topics are chosen for further discussion. This is done by having typed extracts from well-known books on language teaching distributed and studied, and followed by general discussion and comments; tapes or records on Methodology can also be used.

Talks recorded on tapes

Tape recordings of useful talks on the teaching of English particularly as a second language are also used.

L.P. Speech records

There are several English Language L.P. speech records which have been found to be useful.

English and local languages

A language teacher will be able to do his job better if he understands why some things give difficulty to children while others do not. In language learning one reason why a pupil may find a thing difficult is because in his own language he is used to express himself in quite another way, i.e. the interference of L1 with L2. In multi-racial schools it is unlikely that a teacher will know all the languages spoken by his pupils. But if he understands in general terms how these languages differ from English, he may be able to discover more quickly why a certain point is giving children difficulty, or why they keep making the same error.

Some of the ways in which English differs from local languages are as follows:-

(i) The word order may seem unusual.

(ii) Words and the ideas they stand for may be unknown or unfamiliar.

(iii) Pupils may not understand when words may be omitted from English sentences.

(iv) In the learner's language certain things, which in English are countable, may be considered uncountable, and vice-versa.

(v) Some English sounds may not occur at all in the learner's language.

(vi) The English script may be unfamiliar to some learners.

(vii) The use of the vocabulary and synonyms may exceed the vocabulary ordinarily used by the learner.

Problems/Points to consider

Some of the problems and points to consider are given below. Though the needs and interests of the S.E. Asian countries are diverse, this list may be of some interest.

(i) Linguistics and the teaching of English as a second language are comparatively new fields.

(ii) The oral approach needs to be emphasised in second language teaching.

(iii) Almost all children in Malaysia reach school age knowing a language other than English. Therefore every teacher should know something of second language methods.

(iv) More research is needed in comparative linguistics, to examine structures in Malay, Chinese, Tamil so that the difficulty in adapting to English structures can be overcome.

(v) More information should be collected re Remove Form teaching. Many principals know little about second language methods; the syllabus itself does not guarantee sound methods. Many teachers, lacking knowledge of second language methods, either dread Remove Form teaching or use methods which are unsuitable and harmful. Regular in-service courses are needed for such teachers.

(vi) Text books are needed for Remove Form work. Readers must have graded vocabulary. Content of text books must be suitable for older, more mature students.

(vii) Difficulty of demonstration lessons.

(a) Who is to demonstrate? Where?

(b) Students before class of fellow students?

(c) Lecturer? May be artificial

(d) Student before class of children followed by discussion by student observers?

(e) Professional ethics: co-operation of class teacher needed before demonstrating with a class.

(viii) Many students have difficulty in teaching grammar; often their own grammar is weak.

(ix) Special demonstration classes/schools are needed. To enable students to see demonstration lessons and to do practice teaching, a special observation room (situated, if possible, between one of the classrooms and the Language Laboratory) with plate glass windows in the separating walls will be useful. Lessons can be observed by several students with a minimum of interruption.

(x) Before the teacher-training colleges can arrive at really sound methods of teaching, some research should be conducted in schools on the effectiveness of the methods used.

(xi) A survey should be conducted in schools on the kind of reading and other interests of pupils.

(xii) A tabulation should be made of the common errors in speech and writing of Malaysian pupils.

(xiii) A clearing house is needed to receive information, publicise courses, etc. on the teaching of English as a second language. A bulletin should be issued.

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Suggested topics for Regional Seminar

(i) General review of problems of teaching English in S.E. Asia.

(ii) All lecturers in English in training colleges should have some knowledge of second language methods.

(iii) The choice of material and the approach to it are important at training college level.

(iv) Trained teachers of English should not be called upon to teach other subjects.

(v) The kind of students who enters training colleges/centres and the special training he receives.

(vi) It is in the method of implementation that the effectiveness of a syllabus lies.

(vii) The teaching of grammar and language structures.

(viii) Text books: survey of present day text books, and the writing of text books.

(ix) Testing and examinations: examinations and the teacher's point of view.

(x) The teaching of composition.

9. REPORT ON TRAINING OF ENGLISH TEACHERS IN THE PHILIPPINES

By Mr Jose T. Enriquez,
Professor Aurora L. Samonte,
& Miss Fe Manza.

Mr Enriquez of the Philippine delegation gave a brief description of the structure of the educational system in the Philippines, saying that, by law, the system consists of 4 years primary, 3 years intermediate, and 4 years secondary. In 1940, however, for economic reasons, the elementary curriculum was reduced from 7 to 6 years. Seeing the adverse effect of such a reduction Congress restored the seventh year in 1953, but owing to financial reasons again it could not be implemented except by some private sectarian schools that can afford it. The first seven years of schooling go by the term "elementary."

Philippine educators however believe that the Filipino child should have at least eleven years of pre-university schooling. The educators are therefore now confronted with the problem of whether to see to it that the one year detached from the elementary course is restored, or to add one more year to the secondary course. Primarily, for reasons of finance, he said the latter step of measure seems to be favoured.

In regard to such reasons of finance, he said that the leaders of his country generally appreciate the fact that education, and specifically educational planning, is not the business of educators alone but also that of the economists of the country, that whereas educators may know the reason "why," it is really the economists who can tell "how." In other words, the interpenetration between education and economics - especially, for developing countries - is inevitable.

The language of instruction in the first two years is the local language, with English and Pilipino taught as subjects. From the third grade up, English is the medium of instruction along with Pilipino, the national language, as a subject.

To ensure that the teaching of English comes up to the standards required, or expected, the universities seek to give adequate preparation to would-be teachers, and the educational service itself, through supervision and in-service training, endeavours to raise the level of instruction.

Professor Aurora L. Samonte, taking the floor next, dwelt in detail on what the universities - and especially the University of the Philippines - are doing to train English teachers.

Her report and that of Miss Manza, a joint effort, follows:

Medium of Instruction

The training of English teachers in the Philippines starts early. As pointed out by Mr Enriquez in his brief explanation of the structure of the Philippine public school system, the local vernacular is the medium of instruction in the first two grades, with English and Pilipino taught as subjects. Starting with Grade III, English, by law, becomes the language of instruction. In some better private schools, however, instruction is carried out in English from kindergarten (in some cases even from nursery school) through elementary and secondary schools and colleges.

Time Allotment

The time allotment for English in the public schools is approximately as follows:

Elementary	In non-Tagalog-speaking regions	In Tagalog-speaking regions
Grades 1 - 2	30 mins.	40-50 mins.
Grades 3 - 6	for all regions: 60 mins. (30 Reading, 30 Language)	

High School

First and second years : 40 mins.
Third and fourth years : 80 mins.

Curricula

The range of curricula followed by English language teacher trainees may be summarized as follows:

Undergraduate Programmes:[1]

1. B.S.E.Ed. degree required of would-be elementary school teachers.

	Public Normal Schools	Private Schools
Total required for Graduation:	150 - 163 units[2]	151 - 189 units
General Education:	72 (12 units of English)	101 - 138 (18-24 units of English)
Professional:	46 (22 units related to methods, TESL included)	51 (21 units related to methods)
Electives:	45 (These include more English courses, such as public speaking, journalism, and speech improvement techniques.)	12 included in the 51 units for the professional group of courses (TESL a required elective in some private schools.)

Subject Groupings

General Education - 72 units		General Education - 101-138 units	
1. English	12	1. English	18-24
2. Pilipino	9	2. Pilipino	9-12
3. Spanish	24 (now reduced by law to 12)	3. Spanish	24 (now reduced by law to 12)
4. Social Science	9	4. Social Science	12-18
5. Basic Science	9	5. Natural Science	14-18
6. Mathematics	3	6. Mathematics	6-9
7. Art & Music	6	7. Practical Arts	6-15
8. Health	6	8. Health	6-9

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[1] Data compiled by Miss Fe Manza

[2] For details, see sample curriculum, Appendix A.

9. Philosophy	3 units
10. Psychology	3
11. P.E.	4
12. Practical Arts	6
13. H.E.	6
14. Lib. Science	3
15. Electives	6

Professional Courses -46

1. Introduction to Education and Phil. Education System	3
2. Principles of Teaching-Learning process	3
3. Music for Elem. Education	3
4. Art for Elem. Educ.	3
5. Community Education	3
6. Teaching the Vernacular	3
7. Development of the Elem. Curriculum	6
8. TESL (counted as English)	3
9. Children's Literature and Story-telling (counted as English)	3
10. Evaluative Techniques	3
11. Principles in the Production and Utilization of audio-visual aids	3
12. Student Teaching	10

Electives - 45

9. Music and Arts	6-9 units

Professional Education - 51

1. Introduction to Education (including Foundations of Elem. Education and Phil. Educational System)	3
2. Child Growth & Development	3
3. Community & Adult Education	3
4. Teaching the Lang.Arts	3
5. Teaching Arith., the Sciences (Social, Bio., Physical)	3
6. Curriculum Development	3
7. Educ.Measurement & Eval.	3
8. Audio-Visual Education	3
9. Guidance	3
10. Observation & Participation (incl. off-campus teaching)	12
11. Electives	12

- Prof. Ethics
- Children's Lit. & Story-Telling
- Early Childhood Education
- Children's Dramatics
- Music
- Other choices

A minimum of 18 units in English is required in the B.S.E.Ed. course. The number of required and elective English courses varies among the different private schools. The University of the East, for example, lists 24 units of English under the B.S.E.Ed. course. The number, of course, includes electives. The public normal schools require all students to take TESL, which is listed among the professional courses. The Philippine Normal College, however, still lists the course among the electives. Recently, the Bureau got information that beginning next year TESL will be a required undergraduate course at the Philippine Normal College.

Several private universities in Manila and in some provinces now offer TESL as a subject. The others have been slow to introduce the course because there is no one to teach it. Most of the trained people in TESL are connected with the Bureau of Publich Schools.

Specialisation in English

The Philippine Normal College offers specialisation courses within the B.S.E.Ed. programme for gifted students who wish to pursue further studies in certain special fields like drama, music education, teaching English, etc. This specialisation begins in the second year after a student has proved his capacity to do excellent work. Specialisation in English is open only to second year students who obtained an average of 1.5 or better in English in the first year. Aside from a high scholastic rating, a student must pass an interview with the admission committee composed of the Dean of Instruction, the Registrar, and the Head of the Department concerned.

The specialisation course allows the student to finish 18 more units in English in addition to the required English courses (18 units). This concentration may be considered the equivalent of a major in the B.S.E. course. Beginning next year all the other public normal colleges will offer these specialisation courses, among which is TESL.

The courses follow:

	Units
English 205 Laboratory Experiences in English Communication	3
English 206 Advanced Grammar and Effective Communication	3
English 306 Contemporary Western Literature	3
English 307 Philippine and Asian Literature	3
English 408 Writing Workshop	3
English 409 TESL	3
	18

2. B.S.E. degree, major in English, required of would-be secondary school teachers of English (as represented by the University of the Philippines on the side of the public schools and by the University of Santo Tomas and the University of the East on the side of private schools.)

	U.P.	Private Schools
Total required for graduation	147 units [3]	156 units
Total required for English majors	51 units	42 units

N.B.

Although not specifically mentioned in the curricula, TESL is actually an elective in some universities, a required elective in others for English majors. In U.P. the methods course is TESL slanted.

A B.S.E. degree, with a major in English, is required of all teachers who wish to teach English in the high school level. Almost all universities and colleges in the Philippines have schools of education, and English as an area of specialization, is always among the majors offered.

The University of the Philippines does not graduate too many English majors, so only a few high schools can count U.P. graduates among their English teaching staffs. Most of the teachers in the 300 public schools (as well as

[3] For details, see sample curriculum, Appendix B.

the 2,000 private schools) are graduates of private colleges and universities.

The chart below shows the courses offered towards the B.S.E. degree, major in English.

University of the Philippines		Private Schools (From Memo No. 17, s 1952)	
Total No. of Units required in English:			
51		42	
First Year		First Year	
English I (Freshman Eng.)	3	English I (Freshman Comp.)	3
English II " "	3	English II " "	3
English III (Introd. to Lit.)	3	English III (Oral English)	3
Speech I (Fund. of Sp.)	3		
English V (Content and style of the Prose of Great Thinkers)	3		
	15		9
Second Year		Second Year	
Electives		English 11 (Survey of Eng. Lit.)	3
English 23 (Introd. to Shakespeare)	3	English 12 - do -	3
		One of the following:	
English 21	3	English 18 (Elem. Lit. Criticism)	
English 15	3	English 23 (Introduction to Shakespeare)	3
		English 9 (Argumentation)	
		English 37 (American Lit.)	3
	9		12

U. P.

Third Year

Major English 122 (From Norman Conquest to Caxton)	3
English 123 (16th C), 124 (17th C) or 125 (Dryden to Johnson)	3
English 106 (Journalism)	3
English 115 (Hist. of Eng. Lang.)	3
English 127 (Wordsworth to Scott) or 129 (Victorian)	3
	15

Fourth Year

Comparative Lit. 110 (20th C)	3
English 131 or 143 (Cont. Lit.)	3
English 141 or 144 or 136 (Cont. Lit.)	3
English 199 Research	3
	12

Private Schools

Third Year

One of the following:

English 119 (From Norman Conquest to Caxton)	3
English 120 (Wyatt to Milton)	3
English 122 (Wordsworth to Scott)	3
English 123 (The Victorians)	3
	12

Fourth Year

One of the following:

English 105 (Masterpieces of World Lit.)	
English 108 (Advanced Critical Writing)	
English 121 (Dryden to Johnson)	
English 15 (Survey of World Lit.)	3

Any two of the following:

English 105 (Masterpieces of World Lit.)	3
English 111 (The Short Story)	3
English 124 (Contemporary Writers)	
	9

4 Composition and Writing courses	12 units	4 Composition courses	12 units
11 Literature courses	33	1 Speech course	3
2 Speech courses	6	9 Literature courses	27
Total =	51 units	Total =	42 units

TESL appears nowhere in the English curricula listed above. However, in certain universities where TESL is an elective, it is a "recommended" elective for English majors. This is true in the University of the East and Centro Escolar University. In the University of Santo Tomas, it is a required course in the M.A. (English) programme.

Some universities provide for the needs of freshmen who need to improve their speaking, reading, or writing skills in English before they can progress successfully in their other objects. The University of the East, for example, has an English A course designed to develop or improve the basic skills. It is a preparatory course for English 1 and English 2, both of which are freshman courses in English composition. The University of the East course for English majors includes several courses designed to develop the students' speaking skills. English 22, Voice and Diction, is a required course, while Public Speaking and Oral Interpretation are electives. Five of the required courses involve writing skills; one of the electives, Play Writing, is a course designed to encourage creativity.

The University of the Philippines course includes two speech courses and a journalism course. It is still "literature-heavy" in the sense that there are more literature courses than composition courses.

The Centro Escolar University includes courses in Business English, Journalism, and Radio TV Script Writing and Production among the electives. The University of Santo Tomas also offers Radio Script Writing and Production as an elective. Among its "Writing" courses are Workshop in English, which is designed "to stimulate and encourage creative work," Creative Writing, and

Business Correspondence. In both colleges, however, the "literary tradition" still holds sway.

Graduate Programmes (as represented by the University of the Philippines, the Philippine Normal College, and Ateneo University.) [4]

1. Range of curriculum requirements: 30 - 40 units

	PNC	U.P.	Ateneo
	(M.A. in Education)	(MATESL)	(M.A., major in Language Teaching)
	30 units (24 course units + 6 units thesis)	34 units (32 course units + 2 units seminar paper)	40 units (34 course units + 6 units thesis)
2. Foundation or core courses : 9 - 12 units	12 units	9 units	12 units
3. Courses in the field of specialisation (English): 14 - 20 units	14 units (including 2 electives)	19 units	20 units
4. Electives: 2 - 4 units	4 units	4 units	2 units
5. Research: 2 - 6 units	6 units thesis	2 units seminar paper	6 units thesis

Additional Graduate Degree Programmes at PNC and U.P. [5]

1. U.P. has a 30-unit M.Ed. programme with specialisation in second-language teaching, with a curriculum similar to that under the MATESL programme, except that for M.Ed., the student may choose between the course on the Construction of Language Tests and the one on Teaching Reading and Literary Appreciation in Second Language Situations. He also must write a research paper on a special problem, credited 4 units, instead of the 2-unit seminar paper.

[4] For details, see sample curricula, Appendices C, D and E.

[5] See Appendices C and D for details.

2. PNC has a 20-unit Certificate programme in language teaching, with essentially the same courses on the Master's programme except that under the Certificate programme, the student has a choice of 5 out of the 6 courses in the liberal education category in the Master's programme, and has a wider variety of courses to choose from for 6 units of electives, the following three courses having been added to the list of choices : Fundamentals of Dramatic Speech, Playwriting and Workshop, and Educational Statistics.

An examination of these curricula will reveal that:

All three institutions have the following common course offerings related to the field of specialisation:

a. Introduction to general linguistics or to descriptive linguistics, with emphasis on descriptive analysis of English (its phonology, morphology and syntax.)
b. Contrastive analysis.
c. Second language teaching (principles, materials, and methods.)
d. Advanced composition in English.
e. All three offer research methods but in different areas, only one (PNC) giving a course on Research Methods in Language as an elective.
f. All require research work to complement the course requirements, a 2-unit seminar paper or a 4-unit special problem (U.P.) or a 6-unit thesis (PNC, Ateneo)

3. Two institutions (U.P. and Ateneo) include speech improvement in their curricula in addition to the theoretical aspect of the phonology course.

4. Two institutions (U.P. and PNC) provide instruction in language testing, one (U.P.) requiring it, the other (PNC) offering it as an elective.

5. Two institutions (Ateneo and PNC) offer Psychology of Language Learning, one (Ateneo) requiring it, and the other (PNC) offering it as an elective.

6. Only one (U.P.) provides a separate course for the teaching of reading and literary appreciation in English, but all three touch on the teaching of reading in the course on second language teaching.

7. The foundation or core courses range from 9 to 12 units but the content of these courses varies considerably, as witness below.

U.P. (9 units)

Foundation courses in education, including -

Modern Educational Theories and Principles - 2 units
Educational Sociology - 2
Methods in Educational Research - 3
Advanced Educational Psychology - 2

PNC (12 units)

Courses in liberal education (all 2 units each), covering -

Social and Cultural History of Mankind
Art and Life
Philosophy and Religion
Science and Mathematics in the Modern World
Problems of Contemporary Civilization
Cultural Anthropology

Plus 4 units of professional orientation in Philosophy of Education, Research and Scientific Writing.

Ateneo (12 units)

Core curriculum (2 units each course) covering -

Phonetics
Phonemics
Research Methods in the Social Sciences
Introduction to General Linguistics
Fundamental Statistics

8. The courses in the field of specialisation (TESL) range from 14 (PNC) to 20 (Ateneo). Here the three curricula have much in common.

U.P. (19 units)

Required courses for MATESL -

Introduction to Descriptive Linguistic Analysis for Language Teachers	- 3 units
Contrastive Linguistic Analysis for Language Teachers	- 3
Phonology of English for Teachers of English as a Second Language	- 4
Second Language Teaching	- 3
Construction of Language Tests	- 2
Teaching Reading and Literary Appreciation in Second Language Situations	- 2
Advanced Composition in English	- 2

PNC (10 units)

Required courses for M.A. in Education with specialisation in Language Teaching -

Introduction to Descriptive Linguistics	- 2 units
Phonology (Phonetics and Phonemics)	- 2
Morphology and Syntax	- 2
Contrastive Analysis	- 2
Teaching a Second Language	- 2

Ateneo (20 units)

Courses required for M.A., major in Language Teaching -

Teaching English as a Second Language	- 3 units
Oral English	- 4
Structure of English: Descriptive Analysis of English	- 2
Morphology and Syntax	- 3
Language and Culture	- 2

Understanding the Philippines and America - 2 units
Cultural Anthropology - 2
Psychology of Learning - 2

9. Electives allowed students range from 2 units (Ateneo) to 4 units (PNC and UP). The variety of courses to choose from rangesfrom 4 specified courses at Ateneo -

Programmed Instruction - 2 units
Learning Tagalog as a Second Language and Structure of Tagalog - 3
Psychology of Communication - 2
The Process of Communication - 2

to an unspecified number at UP, the only control being that the two cognates chosen by the students have some bearing on their field of specialisation or will be of some usefulness in their work or profession, such as speech courses, principles of supervision, curriculum development, period courses in literature of graduate credit, courses in journalism for students who in their respective schools are advisers of school papers, etc.

At PNC the choice of 4 units is limited to a list of 12 courses (all 2-unit courses) that have a very wide range of subject matter, as note:

Educational Statistics
Structure of English
Structure of Pilipino
Structure of Other Philippine Languages
Problems of Conversational English
Preparing and Evaluating Materials
Language Testing
Research Methods in Language
Teaching in the Vernaculars

Psychology of Language Learning
Advanced Composition
Reading Course

Examinations

In all these courses the instructors prepare and administer their own examinations individually or cooperatively as in departmental examinations. In certain cases, supervisors or units prepare and administer the final examinations for local use. There are no national qualifying or school leaving examinations as obtained in Singapore, for example except the civil service examination, passing of which is required to qualify one for government employment. Where the need is urgent and civil service eligibles are not available, those without civil service eligibility may be taken into the government employ only on a temporary basis.

The public normal colleges, the Philippine Normal College, the University of the Philippines, and certain private colleges and universities require passing of an entrance examination for college freshmen. In some cases the examination is necessitated by limited facilities. Certain school divisions administer teacher selection tests.

Classroom tests, which form part of the grade given the student, may be oral or written, objective or essay, with the latter being predominant on the college level, and the former on the elementary and secondary levels. On the graduate level, passing of written comprehensive examinations and orals on theses is a standard requirement for graduation.

Instruction

Except in the first two grades where the local vernacular is the medium of instruction, and except in language classes other than English where the target language is the medium, English is the language of instruction in the schools, colleges, and universities, public and private.

Although the native languages are used as the medium of instruction in the first two grades, English is taught as a subject in these grades. Every teacher, therefore, who trains for teaching in the elementary schools in the Philippines is a potential teacher of English. Because only one teacher teaches all subjects in each grade on the primary level, all primary teachers teach English. On the intermediate level where the departmental system is followed, a teacher may teach science or social studies, or some other subject and not teach English as a subject at all; nevertheless he uses it as the medium of instruction.

The aim of instruction in English therefore is sufficient mastery of the oral and written language to be able to use it effectively as a vehicle of learning, and as a means of social, business, and government communication, it being one of the official languages.

Theories and Techniques of Instruction

The structural view of teaching a language predominates in the public schools. For language control at the beginners' level where formation of basic language habits is the main aim, the aural-oral "repeat-after-me" type of pattern practice is used in the elementary schools and in some high schools and colleges. A variation (substitution-in-the-proper-slot) and a more desirable type, the situational, are used in the higher levels of the elementary and secondary schools. Some private schools have followed suit. In most, however, and especially on the college level, traditional grammar analysis still prevails.

At the beginner's level language learning is entirely oral. As the pupil gains control of the oral language, he is introduced to reading and, later, writing. From then on the proportion of oral and written activities gradually reverses until in the upper elementary and up the emphasis becomes writing rather than speaking, until in college it is mostly reading (as literature) and writing (of composition).

Details of an English Teacher Training Programme on the Graduate Level

The design of the 32-unit MAT curriculum in the University of the Philippines provides for 12 units of graduate education courses, 18 of subject matter courses, and 2 of a seminar course on important educational problems and issues. The MATESL curriculum is made to fit this design but requires 34 units. The student takes 9 units of foundation courses in Modern Educational Theories, Educational Sociology, Methods in Educational Research, and Advanced Educational Sociology, Methods in Educational Research, and Advanced Educational Psychology. For his area of specialisation, which is teaching English as a second language, he is first introduced to the theory and practice of descriptive linguistic analysis for him to understand the nature, structure and operation of a language with illustrations in English, Spanish, and Tagalog or any other of the Philippine languages. Knowledge of the structure of English starts to emerge in this course and continues through the rest of the courses. The term paper in this course is usually a description of a pattern or structure of a native language.

He learns the phonology of English in theory in the first part of the phonology course and in practice through the speech improvement part of the same course, which is conducted in the 20-position language laboratory, equipment for which was donated by AID Philippines. In the same course he learns the very elementary concept of contrastive linguistic analysis as applied in the identification of pronunciation problems of a Filipino learning English and prepares instructional materials appropriate for these problems. Finally he demonstrates in peer teaching the use of these materials in a second language situation. Instruction includes application not only in normal speaking or conversational situations but also in interpretative reading or speaking as a preparation for teaching better speech activities in school. The term paper may be on a descriptive or contrastive phonological analysis of a native language contrasted with English (or on a phonological pattern identified as critical for the Filipino learner of English), or the student may choose to prepare instructional materials for speech improvement at a given level in the elementary or secondary curriculum.

In the course on contrastive analysis the student learns the theory, which draws heavily on the Lado concept of contrastive analysis. For practical application he submits a term paper on a contrastive analysis of an aspect of English and a native language of the student's choice - usually his own vernacular or that of the community in which he teaches.

The course on second language teaching includes principles, materials, and methods. Starting as a course on teaching English as a second language it was revised into its present version when the MAT curricula in Spanish and in Pilipino were offered to adjust to faculty resources. Separate methods for the three curricula would have meant three instructors, one each for each curriculum even if there were not sufficient graduate students to form three classes. Since the basic principles of second language teaching would be the same no matter what the languages involved are, the application in a given language being the only variable, it was decided to change the course from a specific to a more general one on second language teaching. The course was then slanted towards the language preference of the students. If all the course members, as often happens, are all English teachers, the course is conducted as TESL, and at the level taught by the students in their respective schools. For example where the number of students warranted separate classes, instruction has been aimed at TESL at elementary school level in one class and at secondary school level at another. Where Tagalog or Spanish majors or both are in the same class as English majors the course is conducted as a second language teaching course and illustrations are given in all or any two of these languages. The course aims at understanding of the concept and principles of second language teaching, ability to apply principles in second language teaching situations, and ability to prepare and evaluate instructional materials for second language situations. The subject matter includes the nature of language (its characteristics); how language operates for communication; the development of language in the child and in the adult; misconceptions about second language teaching; the basis of the concept of second language teaching; philosophy and principles of second language teaching; philosophy and principles of second language teaching; second language teaching contrasted with first language teaching in terms of objectives, materials and procedure; some tried procedures in second language teaching; second language teaching in Philippine schools (problems, materials of instruction, and procedures); sample contrastive analysis of the mother tongue and the target language to identify learning problems; teaching vocabulary vs teaching structure; teaching and testing contrasted as regards listening, speaking, reading, and writing activities; emphasis on various aspects of language teaching at different stages of language learning; examination and evaluation of current materials of instruction including AVA materials (local and foreign textbooks, references, courses of study or teaching guides); construction of instructional materials; and use of the materials (including AVA materials) in second language classroom situations as illustrated in a peer-teaching demonstration class. The demonstration is preceded by an observation of classes, a public school outside the university, to see the application or non-application of the second language principles learned. A post-demonstration discussion always follows the class observation and demonstration. The term paper on instructional materials for the second language situation in which the student teaches completes the course written requirements.

The course on the construction of language tests starts with general principles of classroom test construction and moves on to specifics of, and practice in, language test construction. Statistics is not a part of the course. It covers only principles of language test construction, both essay and objective, in the four aspects of language activity (listening, speaking, reading and writing), item analysis, and division of a test into two or more equal forms. The term paper must be a language test or examination.

The course on the teaching of reading and literary appreciation in second language situations covers the nature of the reading process; misconceptions of reading; beginning reading readiness in first and second language teaching situations; developmental reading; remedial reading, corrective reading;

critical or depth reading; developing reading speed; teaching different literary types for understanding and appreciation; choral reading; instructional aids in reading, including tachistoscopes, pacers, etc. Students give reports on these topics and demonstrate with appropriate reading materials how to teach one aspect of the type of reading reported on. The term paper may be an expansion of the report or the construction of reading materials for which there is a felt need.

Advanced composition in English is designed to improve the student's writing ability with emphasis on the expository type of composition, as well as to present better ways of teaching composition in English. The general objectives of the course are: knowledge of the fundamental principles of composition with emphasis on organisation and expression of ideas in good idiomatic English; ability to apply these principles in writing; development of style in writing; awareness of what and how to teach secondary school students expository writing. The course includes fundamental principles of writing; style in writing;methods of exposition; expression of ideas in good idiomatic English, and correction of un-English expressions; fallacies; and writing the expository paper, the term paper, and the seminar paper. The main reference in the course is George G. Williams' Creative Writing. The term paper in this course is simply a long paper on an approved topic. There is no final examination nor is it included in the comprehensive examinations.

The cognates may be in any area related to English teaching that the student may choose and that the MATESL adviser approves. Some such cognates are Principles of Supervision, Interpretation of Children's Literature, Supervision of Instruction in English, Preparation of Instructional Materials in English, School Journalism, etc.

A seminar paper presented in the seminar course on important educational problems (Education 299) is usually an expansion of a term paper in any of the major courses. This originally was a non credit piece of work presented before a panel of faculty members who questioned the student on his paper after its oral presentation. Students formed part of the audience. This year it has been given the 2-unit credit in Education 299 and the student presents it before the class and the instructor, and at least one other faculty member. The class instructor decides on the grade to be given the student on the basis of the quality of his paper and the excellence of his presentation. The student revises the paper and submits two copies either bound or unbound.

The MATESL curriculum which normally requires from two semesters and one summer to two semesters and two summers is capped by the comprehensive examinations.

Some deserving seminar papers are published in the Philippine Journal for Language Teaching, the organ of the Philippine Association for Language Teaching, which was organised by the Institute for Language Teaching of the University of the Philippines. The journal is the outlet for deserving student papers. Some demonstration lessons presented in class are also presented as demonstration lessons presented in class are also presented as demonstration classes at the lecture-demonstration series annually sponsored by the Philippine Association for Language Teaching and the Institute for Language Teaching. The graduate students who presented them in class demonstrate them before an audience ranging in size from 25 to 250 at the U.P. Benitez Hall.

The Bureau of Public Schools Scholarship Programme

Every year the Bureau of Public Schools sends outstanding elementary and high school teachers of English to the Philippine Normal College and the University of the Philippines to undergo advanced training in language teaching. There are 15 of such scholarships at the P.N.C. for elementary teachers and 15 at the U.P. for high school English teachers. The scholarship programme at the U.P. has recently been expanded to include elementary teachers, heads of departments of English, and supervisors so that there are now 45 scholarships in English teaching. Besides these local scholarships, the Bureau of Public Schools has its share of scholarship grants under the Colombo Plan and sends two to four scholars yearly to the University of Sydney, Australia, and about an equal number to universities in Canada, for specialisation in English teaching, linguistics, or the teaching of reading.

The TESL scholarship programme is a popular one among teachers, and every year the Bureau gets a large number of recommendations for these scholarships from the school superintendents. As a result of these local scholarships, we have now about 200 trained people who can help in the in-service training of the rest of the teachers in the country. In addition to these locally trained teachers, we have other school people - supervisors, principals, teachers - who have been trained abroad under various scholarship programmes like the AID-NEC Teacher Education grants, the Fulbright-Hays scholarships, the East-West Center grants, the Colombo Plan scholarships, and special study grants sponsored by the Ford and Rockefeller Foundations. The AID-NEC scholarships alone have contributed to our TESL programme about 45 trained people, many of whom are supervisors of English who are directly in charge of the in-service training of English teachers in their respective school divisions.

These teacher scholars, upon their return, perform important roles in the in-service training of the teachers in their respective schools, districts, or divisions. They act as demonstration teachers, resource persons or consultants at seminars, or coordinators of the local English programme in the absence of a supervisor of English.

In-Service Education of English Teachers

In the Philippines, every teacher in the elementary school, except the teacher of special subjects like home economics, practical arts, music, or art, is an English teacher. All teachers, therefore, if possible, have to be trained in the use of the new approach and the new TESL materials prepared by the Bureau of Public Schools. To meet this need, the Bureau has launched an in-service training programme for English teachers, which is conducted on the national, regional and district levels. The first of the national orientation seminars on TESL, held in 1957, was exclusively for Grade I teachers, who were to serve as pilot teachers on their return to their divisions. The next three years saw the training of three more groups of pilot teachers for Grades II, III and IV respectively. A national conference of supervisors of English was held in 1963. Summer English institutes on the national level for Filipino teachers and Peace Corps Volunteers were, for three years, part of this national in-service training programme. Teachers trained in national seminars generally serve as pilot or demonstration teachers in their divisions and work closely with the supervisor of English in in-service education activities for English teachers.

Since 1964, the in-service training of English teachers has been conducted in the 20 AID-NEC assisted regional training centers located in strategic school divisions in the country. The seminars conducted in these regional training centers generally last for two weeks and include other subject areas. Participants include supervisors, principals, and key teachers.

Training on the national or regional levels is followed by "echo" training on the division, district, and, occasionally, on the school level. The topics discussed and the demonstration teaching shown in the bigger conferences are done on the lower levels so that training can reach the teacher in the classroom.

There are 64 supervisors of English at present who are in charge of planning and implementing the in-service training programme of teachers of Englis in their respective divisions. About 55 of them are holders of an M.A. degree in English, in linguistics or in TESL or graduates of TESL certificate programmes abroad. They conduct workshops or seminars; organize speech improvement classes; help prepare teacher's guides, enrichment materials, and tests; and supervise classroom instruction.

Some of the English workshops held on the national level have been curriculum workshops devoted to the prepartion of supplementary instructional materials in English, such as materials for beginning reading, a teacher's guide in the teaching of reading and literature in high schools, and detailed courses of study for the teaching of grammar and composition.

Considering that there are about 150,000 language teachers in the Philippine public schools, one can say that the training of English teachers in the Philippines has barely scratched the surface. There is yet a great deal to be done before one can claim even a modicum of success.

Appendix A

Inclosure No. 1 to Circular No. 18, 1959

9.2 OVER-ALL FRAMEWORK REQUIREMENTS FOR THE NEW FOUR-YEAR GENERAL ELEMENTARY TEACHER-EDUCATION CURRICULUM
(B.S.E.E.)

General Education Courses	Units
1. Spanish 1-A & B (Elementary Spanish)	6
2-A & B (Intermediate Spanish)	6
3-A & B (Advanced Course in Spanish)	6
4-A & B (Selected Filipino Literature in Spanish, including Rizal's Noli Me Tangere & El Filibusterismo)	6
2. English 1-A & B (Grammar, Composition, & Speech Improvement)	6
2-A (World Literature: Novels, Essays, & Biographies)	3
2-B (World Literature: Poetry & Drama, including Rizal's Noli Me Tangere & El Filibusterismo)	3
3. Filipino Language 1-A & B (Grammar, Composition, and Correct Usage)	6
2 (Filipino Literature)	3
4. Health 1 (Personal & Community Health)	3
2 (Health for Community Service)	3
5. Social Science 1 (Rural Sociology in Philippine Setting)	3
2 (Philippine Socioeconomic History and Present Problems)	3
3 (Current Ideologies and World Understanding)	3
6. Basic Science 1 (The Earth and Living Things)	3
2 (The Universe, Matter, and Energy)	3
3 (Practical Chemistry for Community Service)	3
7. Mathematics 1 (Basic Mathematics for Quantitative Thinking)	3
8. Art (Art for College Students)	3
9. Music (Music for College Students)	3

	Units
10. Philosophy (Ethical Values)	3
11. Psychology 1 (General Psychology)	3
2 (Understanding the Learner)	3
12. Physical Education 1 (Natural Movements & Posture Education)	1
2 (Gymnastics)	1
3 (Rhythmics & Folk Dancing)	1
4 (Fundamental Skills in Athletics)	1
13. Practical Arts 1-A & B (Fundamentals in Agriculture & Related Industries and Fishing)	6
2-A & B (Fundamentals in Arts & Crafts, including Home Industries and Cooperatives)	6
14. Home Economics 1 (Home and Family Life)	3
2 (Home Economics for Community Service)	2
15. Library Science 1 (The Use of Books and Library Organization and Utilization)	3
16. Electives	6

Basic ROTC: 1,2,3, & 4 for Men (1.5 or 6)
Home Economics for Women:
3 (Foods & Nutrition)....3
4 (Clothing & Textile)...3

Professional Courses

1. Education 1 (Introduction to Education and Philippine Education System)	3
2 (Principle of Teaching-Learning Processes)	3
3 (Music for Elementary Education)	3
4 (Art for Elementary Education)	3
5 (Community Education)	3
6 (Teaching in the Vernacular)	3
7 (Development of Elementary Curriculum: Various Aspects of growth in health, communication (intellectual), group living, work education, aesthetic creative education, moral-spiritual values, recreational activities, scientific thinking, number manipulation, economic security, world understanding)	6

Appendix A

Inclosure No. 1 to Circular No. 18, 1959

9.2 OVER-ALL FRAMEWORK REQUIREMENTS FOR THE NEW FOUR-YEAR GENERAL ELEMENTARY TEACHER-EDUCATION CURRICULUM (B.S.E.E.)

General Education Courses	Units
1. Spanish 1-A & B (Elementary Spanish)	6
2-A & B (Intermediate Spanish)	6
3-A & B (Advanced Course in Spanish)	6
4-A & B (Selected Filipino Literature in Spanish, including Rizal's *Noli Me Tangere & El Filibusterismo*)	6
2. English 1-A & B (Grammar, Composition, & Speech Improvement)	6
2-A (World Literature: Novels, Essays, & Biographies)	3
2-B (World Literature: Poetry & Drama, including Rizal's *Noli Me Tangere* & *El Filibusterismo*)	3
3. Filipino Language 1-A & B (Grammar, Composition, and Correct Usage)	6
2 (Filipino Literature)	3
4. Health 1 (Personal & Community Health)	3
2 (Health for Community Service)	3
5. Social Science 1 (Rural Sociology in Philippine Setting)	3
2 (Philippine Socioeconomic History and Present Problems)	3
3 (Current Ideologies and World Understanding)	3
6. Basic Science 1 (The Earth and Living Things)	3
2 (The Universe, Matter, and Energy)	3
3 (Practical Chemistry for Community Service)	3
7. Mathematics 1 (Basic Mathematics for Quantitative Thinking)	3
8. Art (Art for College Students)	3
9. Music (Music for College Students)	3

	Units
10. Philosophy (Ethical Values)	3
11. Psychology 1 (General Psychology)	3
2 (Understanding the Learner)	3
12. Physical Education 1 (Natural Movements & Posture Education)	1
2 (Gymnastics)	1
3 (Rhythmics & Folk Dancing)	1
4 (Fundamental Skills in Athletics)	1
13. Practical Arts 1-A & B (Fundamentals in Agriculture & Related Industries and Fishing)	6
2-A & B (Fundamentals in Arts & Crafts, including Home Industries and Cooperatives)	6
14. Home Economics 1 (Home and Family Life)	3
2 (Home Economics for Community Service)	2
15. Library Science 1 (The Use of Books and Library Organization and Utilization)	3
16. Electives	6

Basic ROTC: 1,2,3, & 4 for Men (1.5 or 6)
Home Economics for Women:
3 (Foods & Nutrition)....3
4 (Clothing & Textile)...3

Professional Courses

1. Education 1 (Introduction to Education and Philippine Education System)	3
2 (Principle of Teaching-Learning Processes)	3
3 (Music for Elementary Education)	3
4 (Art for Elementary Education)	3
5 (Community Education)	3
6 (Teaching in the Vernacular)	3
7 (Development of Elementary Curriculum: Various Aspects of growth in health, communication (intellectual), group living, work education, aesthetic creative education, moral-spiritual values, recreational activities, scientific thinking, number manipulation, economic security, world understanding)	6

8	(Teaching English as a Second Language)....	3
9	(Children's Literature and Storytelling)...........................	3
10	(Evaluative Techniques)....................	3
11	(Principles in the Production and Utilization of Audio-Visual Aids).........	3
12	(Student Teaching).........................	10

ELECTIVES

Courses	Units
Art 2 (Advanced Art Expressional Activities)	3
Art 3 (The Psychology of Art)	3
Art 4 (Art Education for the Pre-school Child)	3
Basic Science 4 (Physics)	3
Basic Science 5 (Botany)	3
Basic Science 6 (Zoology)	3
Basic Science 7 (Physiography)	3
Basic Science 8 (Geography)	3
Education 13 (Modern Philosophies of Education)	3
Education 14 (Diagnostic and Remedial Teaching)	3
Education 15 (Action Research)	3
Education 16 (Teaching the Filipino Language)	3
Education 17 (The Teaching of Science)	3
Education 18 (Audio-Visual Methods and Techniques)	3
Education 19 (Administration of the Audio-Visual Program)	3
English 3 (Public Speaking)	3
English 4 (Journalism)	3
English 5 (Speech Improvement Techniques)	3
Health 3 (Mental Health)	3
Home Economics 5 (Home Economics Education)	3
Home Economics 6 (Family Living and Child Development)	3
Home Economics 7 (Advanced Crafts)	3
Home Economics 8 (Consumer Economics)	3
Library Science 2 (Organization and Administration of the Small Library)	3
Library Science 3 (Classifying, Cataloging)	3
Library Science 4 (Reference Work)	3
Mathematics 2 (Review Arithmetic)	3
Mathematics 3 (Trigonometry)	3
Music 2 (Advanced Course in Music)	3
Music 3 (Music Leadership)	3
Music 4 (Music for the Pre-school Child)	3
Physical Education 5 (Philippine Folk Dances)	1
Physical Education 6 (Foreign Folk Dances)	1
Physical Education 7 (Modern Dances)	1
Physical Education 8 (Coaching in Competitive Athletics)	1
Practical Arts 3 (Fundamental Handwork, Gardening, and Elementary Shopwork)	3
Practical Arts 4 (Advanced Shopwork)	3
Psychology 3 (Psychology of the Exceptional Child)	3
Psychology 4 (Psychology of the Pre-school Child)	3
Social Science 4 (Philippine Government and Political Law)	3

(Inclosure No. 2 to Circular No. 18, s. 1959)

FOUR-YEAR GENERAL ELEMENTARY-TEACHER EDUCATION CURRICULUM
SAMPLE PROGRAM OF STUDIES

First Year

First Semester	Units
1. Spanish 1-A (Elementary Spanish)	3
2. Filipino Language 1-A (Grammar, Composition, and Correct Usage)	3
3. English 1-A (Grammar, Composition, and Speech Improvement)	3
4. Art (Art for College Students)	3
5. Psychology 1 (Introduction to General Psychology)	3
6. Practical Arts 1-A (Fundamentals in Agriculture & Related Industries & Fishing)	3
7. Philosophy (Ethical values)	3
8. Physical Education 1 (Natural Movements & Posture Education)	1
	22

Basic ROTC for men .... (1.5)

Second Semester:	
1. Spanish 1-B (Continuation of Spanish 1-A)	3
2. Filipino Language 1-B (Continuation of Filipino Language 1-A)	3
3. English 1-B (Continuation of English 1-A)	3
4. Library Science (The Use of Books and Library Organization and Utilization)	3
5. Education 1 (Introduction to Education and the Philippine Educational System)	3
6. Practical Arts 1-B (Continuation of Practical Arts 1-A)	3
7. Home Economics 1 (Home and Family Life)	3
8. Physical Education 2 (Gymnastics)	1
	22

Basic ROTC for men ..... (1.5)

Second Year

First Semester:

	Units
1. Spanish 2-A (Intermediate Spanish)	3
2. Filipino Language 2 (Filipino Literature)	3
3. English 2-A (World Literature - Novels, Essays, & Biographies)	3
4. Psychology 2 (Understanding the Learner)	3
5. Music (Music for College Students)	3
6. Mathematics 1 (Basic Mathematics for Quantitative "Thinking")	3
7. Practical Arts 2-A (Fundamentals in Arts and Crafts, including Home Industries, and Cooperatives)	3
8. Physical Education 3 (Rhythmics and Folk Dancing)	1
	22

Basic ROTC for men ..... (1.5)
Home Economics 3 (Foods and Nutrition for women) ... (3)

Second Semester:

1. Spanish 2-B (Intermediate Spanish)	3
2. English 2-B (World Literature: Poetry & Drama, including Rizal's Noli Me Tangere & El Filibusterismo)	3
3. Education 2 (Principles of Teaching-Learning Processes)	3
4. Education 3 (Music for Elementary Education)	3
5. Education 4 (Art for Elementary Education)	3
6. Basic Science 1 (The Earth and Living Things)	3
7. Practical Arts 2-B (Continuation of Practical Arts 2-A)	3
8. Physical Education 4 (Fundamental Skills in Athletics)	1
	22

Basic ROTC for men ..... (1.5)
Home Economics 4 (Clothing & Textiles for women) ..... (3)

Third Year

First Semester	Units
1. Spanish 3-A (Advanced Course in Spanish)	3
2. Basic Science 2 (The Universe, Matter, and Energy)	3
3. Social Science 1 (Rural Sociology in Philippine Setting)	3
4. Education 5 (Community Education)	3
5. Education 6 (Teaching in the Vernacular)	3
6. Health 1 (Personal & Community Health)	3
7. Education 7 (Development of Elementary Curriculum: Various aspects of growth in health, communication (intellectual), group living, work-education, aesthetic-creative education, moral-spiritual values, recreational activities, scientific thinking, number manipulation, economic security, world understanding)	3
	21

Second Semester	
1. Spanish 3-B (Continuation of Spanish 3-A)	3
2. Education 7 (Continuation: Development of Elementary Curriculum: Various aspects of growth in health, communication (intellectual), group living, work education, aesthetic-creative education, moral-spiritual values, number manipulation, economic security, world understanding)	3
3. Education 8 (Teaching English as a Second Language)	3
4. Basic Science 3 (Practical Chemistry for Community Service)	3
5. Health 2 (Health for Community Service)	3
6. Education 9 (Children's Literature and Story telling)	3
7. Electives	3
	21

Fourth Year

First Semester	Units
1. Spanish 4-A & B (Selected Filipino Literature in Spanish, including Rizal's *Noli Me Tangere* & *El Filibusterismo*) (Quarterly 3/3)	6
2. Education 10 (Evaluative Techniques)	3
3. Social Science 2 (Philippine Socioeconomic History and Present Problems)	3
4. Education 11 (Principles in the Production and Utilization of Audio-Visual Aids)	3
5. Social Science 3 (Current Ideologies and World Understanding)	3
6. Home Economics 2 (Home Economics for Community Service)	2
7. Elective	3
	23

Second Semester:

Education 12 (Student Teaching)	10

SUMMARY

First Year	44 units
Second Year	44 units
Third Year	42 units
Fourth Year	33 units
TOTAL	163 units

9.3 GENERAL CURRICULUM FOR B.S.E.

Major: English
Minor: Choice of Field

FIRST YEAR

FIRST SEMESTER

	Units
English (I,II,III).......	9
English I (Freshman English)[c] 3	
English II (Freshman English)3	
English III (Introd. to Lit.)3	
Mathematics I[c] (Fund of Arith Algebra & Trigo)	3
Speech I (Fund. of Speech)	3
	15

SECOND SEMESTER

	Units
English V (Studies in the Content & Style of the Prose of Great Thinkers)...	3
Philippine History & Institutions I (Pol. Soc. & Cult. Dev. of the Phil)...	3
Eastern Thought..............	3
Spanish I & II (Elem. Course).	6
	15

SECOND YEAR

Humanities I (Introd. to the Human).........	3
Natural Science I & II (Foundations of Phys. & Biol. Sc.)[a].........	6
2 or 3 electives[b] but not exceeding a total of...	9
	18

(English 23
English 21
Spanish 12)

Western Thought I............	3
Western Thought II...........	3
3 or 4 electives[b] but not exceeding a total of........	12
	18

(English 15
Comparative Literature 121
Psychology 11
Spanish 13)

[c] Upon the recommendation of the Chairman of the Division, the Dean may require a longer period of class session of students who need intensive study of the subject.

[a] For students whose majors belong to the Biological Science disciplines or whose curriculum calls for definite courses, belonging to the biological sciences, to serve as prerequistes to higher courses required in the major disciplines, the elementary courses in Botany and Zoology may satisfy the requirements of Biological Science.

For students whose majors belong to the Physical Science disciplines, or whose curriculum calls for definite courses, belonging to the physical sciences, to serve as prerequisites to higher courses required in the major disciplines, the elementary courses in Physics, Geology, and Chemistry may satisfy the requirements of Physical Science.

[b] The elective should be determined by the major disciplines or professional colleges.

THIRD YEAR

FIRST SEMESTER

	Units
Education 101...........	2
Education 116...........	3
Education 140...........	3
Spanish.................	3
Major: English 122......	3
Major: English 123, 124, or 125)..........	3
Minor...................	3
	20

SECOND SEMESTER

	Units
Education 121...............	2
Education 131...............	3
Educ. 151 (Teacher's Course).........	3
Spanish.....................	3
Major: Journalism 101.......	3
Major: English 116..........	3
Major: English 127 or 129...	3
	26

SUMMER

Major - Education 159 - 3 units
Minor - 3 units

6 units

FOURTH YEAR

Education 180...........	3
Spanish.................	3
Spanish.................	3
Major: (Comp. Lit.110)'	3
Minor:..................	3
Minor:..................	3
	18

Phil. Institutions 100......	3
Education 182...............	3
Education 160...............	2
Major: (English 131 or 143).	3
Major: (English 141 or 144 or 136).............	3
Major: (English 199).......	3
	17

SUMMARY (For Advisers only)	UNITS
English - 6, Humanities - 6, Phil. Hist. & Inst. - 3, Math. - 3, Social Science - 9, Nat. Science - 6, Spanish - 12	45
Education 101, 116, 121, 131, 140, 151, 160, 180, 182	24
Spanish	12
Philippine Institutions 100	3
Minor:	12

Major:	A.	Preparatory	6		
		English III & IV	3		
		Speech I			
	B.	Advanced			
		Comp. Lit. 110	3		
		Education 159			
		English 21, 15, 23, 115, 122, 123 or 124 or 125, 127 or 129, 131 or 143, 199	33		
		Journalism 101			
		Comparative Literature 121			
		Speech 141 or 144 or 136	3		51
				Total	147

12.2.65

DESCRIPTION OF COURSES

B.S.E. (English)

First Year

English 1	- Freshman English - Aims at proficiency in the whole exercise of language and is designed to form proper habits of thinking, reading, listening, speaking and writing in English. The course is articulated to English in high school, with emphasis on the development of basic reading skills, study skills, the use of the library, the gathering of a fund of ideas and vocabulary, the recognition and use of correct and clear language structures in the sentence, the paragraphs, and the longer forms of writing, using materials in the four traditional forms of discourse: description, narration, exposition and argumentation. (3 units)
English 2	- Freshman English - Continuation of English 1. Aims to continue the development of more advanced skills in the use of language with emphasis on writing skills. (3 units)
English 3	- Introduction to Literature - Designed to encourage students to become more responsive readers of literature, in both prose and poetry, to form some sense of literary taste, and to formulate some elementary criteria for critical judgment. Reading of literary types from Western literature. Skills in oral and written expression continue to be developed through discussions, reports and papers. (3 units)
Mathematics 1	- Fundamentals of Arithmetic, Algebra and Trigonometry - Fundamental operations of arithmetic and algebra; Scales of rotation with emphasis on decimal representation; Algebra as a generalization of arithmetic; ratio, Proportion and Variation; Linear and quadratic equations; logarithms, plane trigonometry, permutation, combination, and probability; set algebra. (3 units)

Second Semester

Humanities 1	- Introduction to the Humanities - The fields of music, the visual arts, and the several forms of literature; study of the principles underlying these arts. (3 units)
Natural Science 1	Foundations of Physical Science - This course deals with the basic principles of transformation of matter and energy. It shall endeavor to demonstrate science as thought process. (3 units)
Natural Science 2	Foundations of Biological Sciences - This course deals with the basic principles concerning living organisms. It shall endeavor to demonstrate biological science as thought process. (3 units)
2 or 3 electives	(1st semester - 2nd year) not exceeding 9 units.
3 or 4 electives	(2nd semester - 2nd year) not exceeding 12 units.
Western Thought 1	An examination of modern man's western heritage in speculative thought and philosophic method in terms of selected documents in the history of human speculations from ancient to modern period. (3 units)
Western Thought 2	The social, political and legal traditions of the West and its institutions as interpreted in terms of selected readings from Plato, Aristotle, Cicero, Augustine, Aquinas, Marsillus of Padua, Machiavelli, Hobbes, Locke, Rouseau, J.S. Mill, Compte, Spencer, Adam Smith, Marx, Leo XIII, Freud, Promm, Holmes, Cardozo, Kelsen and MacIver. (3 units)

THIRD YEAR

Education 101	- History of Education - The development of education from antiquity to the present; distinctive patterns and underlying principles of education, with emphasis upon the social and intellectual forces that shaped educational theory and practice; how these have influenced the changing conception of education in the Philippines (2 units)

Education 116 - Educational Psychology - Process of education on the basis of pertinent psychological principles. Major topics in psychology, emphasizing motivation, learning, individual differences and personality with application to educational situations.
(3 units)

Education 140 - Measurement and Evaluation - Current techniques and materials used in the evaluation and measurement of instruction and other phases of school work, an underlying of foundations of statistics and the selection and uses of tests.
(3 units)

English 122 - From the Norman Conquest to Caxton - This course takes up the works of the chief, Middle English poets including Chavcer. Students also read the folk ballads in considerable number.
(3 units)

English 123 - Sixteenth Century Literature - Elizabethan poetry, prose, and drama, including Shakespeare but only in historical perspective.
(3 units)

English 124 - Seventheenth Century Literature - Studies in baroque and classical prose, the metaphysical and other schools of poetry, and the works of Milton.
(3 units)

English 125 - Dryden to Johnson, the Restoration to the Romantic Revival, with special emphasis on the Augustan Age. A lecture course with intensive study of Pople and Fielding in texts, and supplementary readings in other authors.
(3 units)

Education 121 - Secondary Education - Secondary education in the light of cultural context and social trends; role of secondary education in a school system: its objectives, curricula, student body, organization and relation to other levels of education.
(3 units)

Education 313 - Philosophy of Education - Major theories and ideas, and their implications for Philippine education. Educational issues in the light of alternative assumptions and conceptual systems.
(3 units)

Education 151 - The Teaching of English - Objectives, subject matter, materials, trends, problems and methods of teaching English in the Philippine secondary schools.
(3 units)

English 106 - Fundamentals of Journalism - Study of what constitutes news and the methods of gathering news. Examination of different forms of news presentation, such as newspaper, radio, news magazines, etc. Various types of news offered to the public and the emphasis given by press and radio to these types.

English 115 - History of the English Language - A descriptive study of the forms and structure of the English language from its beginnings in Old English to Middle English through Modern English.
(3 units)

English 127 - Wordsworth to Scott - The Romantic period, the eighteenth century phase of the movement, the development of romanticism through Thomson and Burns.
(3 units)

English 129 - The Victorians - Intensive study of selections from more important Victorian writers, such as Carlyle, Ruskin, Arnold, Browning, and Tennyson.
(3 units)

FOURTH YEAR

Education 180 - Professional Laboratory Experiences - conferences, seminars, observations, participation and student teaching. Prerequisite Ed. 150-156.
(3 units)

Comparative Literature 110 - Philippine Literature in English. The leading works in the literature of the Philippines written in English or available in English translations.
(3 units)

Philippine Institution 100 - The Life and works of Jose Rizal. The significance of the life and writings of Rizal in the life of the Filipino people.
(3 units)

Education 182 - Teaching Internship - Full-time internship in cooperating public high schools, including observation and participation in school activities. Prerequisite: Ed. 180. Given throughout the semester;
(3 units)

Education 160 - Introduction to Guidance - Philosophy, principles, and techniques of guidance and organization of guidance programs. Prerequisite: Psychology 1.
(2 units)

English 131 - Twentieth Century Literature. Major writers and significant literary movements in the development of contemporary literature in Great Britain.
(3 units)

English 143 - Studies in Contemporary American Literature - Major figures from Gery James to recent poets, dramatists, and novelists, in relation to their social and philosophic backgrounds.
(3 units)

English 199 - Research and Thesis Writing - An introduction to the materials and methods of research. Designed primarily for students of literature and required of English majors with senior standing. Also open to graduate students in related departments, with the consent of the division chairman.
(3 units)

ELECTIVE FOR THE SECOND YEAR -

Sociology 11 - Logic, Deductive and Inductive - The general conditions of correct, clear and effective thinking; principal characteristics of the logistic as well as the scientific method.

Lectures, recitations, written exercises, etc. Required in the second year of all students of the Arts - philosophy type.
(3 units)

Anthropology 1 - General Anthropology - An introduction to anthropological knowledge with respect to the physical origin of man, his evolution, differentiation, and classification into races and subraces; the nature and structure of culture; the forces and processes involved in cultural change.

English 21 - Survey of English Literature - A survey of English literature from its beginnings to the twentieth century; an introductory study of major works and their place and influence in English literature.
(3 units)

English 37 - Survey of American Literature - American literature, from the beginnings to the close of the 19th century; includes major works and a critical appreciation of their place and influence in American literature.
(3 units)

9.4

UNIVERSITY OF THE PHILIPPINES
QUEZON CITY
COLLEGE OF EDUCATION
Institute for Language Teaching

MASTER OF ARTS IN TEACHING (M.A.T.)

The M.A.T. degree program is open to B.S.E. B.S.E. Ed., A.B. and B.S. graduates and holders of bachelor degrees from professional technical schools who are prospective faculty members of undergraduate courses in teachers colleges, colleges of education, colleges of liberal arts, and secondary and elementary schools.

The program consists of three parts:

1) courses on basic disciplines affecting education;
2) courses for increased mastery in subject matter;
3) courses for broadening knowledge through general education.

These three parts are distributed as follows;

Graduate Education Courses	12 units
Subject Matter Courses	18 units
Education 299	2 units
Total:	32 units

REQUIREMENTS FOR GRADUATION

The degree of Master of Arts in Teaching shall be awarded upon fulfillment of the following general requirements:

1. Completion of at least thirty units of approved work in the University.
2. Satisfaction of the foreign language requirement. At the option of the student, he may substitute 6 units of Asian studies.
3. Passing of a written comprehensive examination in all the areas of knowledge in his program of study.
4. For candidates requiring more than one year to complete their work, fulfillment of all the requirements adopted in the interval and in force at the time the degree is to be conferred.

CURRICULUM FOR THE DEGREE OF MASTER OF ARTS IN TEACHING
(English as a Second Language)

This is a 34-unit program intended for B.S.E. and A.B. graduates, major in English, who are eligible for admission on the graduate level. As in the certificate program for language teachers, one other requirement for admission into the Master of Arts in Teaching (English as a Second Language) curriculum is sufficient command of English to be able to communicate in it and go into an analysis of the language without being handicapped by inadequate control of its mechanics.

Holders of the A.B. degree, major in English, who have not been credited with practice teaching or actual of English will have to take Education 151 (The Teaching of English in the Secondary School), Education 180 (Professional Laboratory Experiences), and 182 (Teaching Internship) to be eligible for the degree of Master of Arts in Teaching (English as a Second Language).

CURRICULUM

Foundation Courses		Units	
Education 200.	Modern Educational Theories and Principles	2	
Education 206.	Educational Sociology	2	
Education 210.	Methods in Educational Research	3	
Education 212.	Advanced Educational Psychology	2	
		9	9
Major			
Applied Linguistics 220.	Introduction to Descriptive Linguistic Analysis for Language Teachers	3	
Applied Linguistics 223.	Contrastive Lingistic Analysis for Language Teachers	3	
Education 272.	Phonology of English for Teachers of English as a Second Language	4	
Education 275.	Second Language Teaching	3	

Education 276. Construction of Language Tests	2	
Education 277. Teaching Reading and Literary Appreciation in Second Language Situations	2	
English 250. Advanced Composition in English	2	
	19	19
Cognates	4	4
Education 299. Seminar in Education (TESL) Important problems and issues in Education.	2	2
Total:		34

CURRICULUM FOR THE DEGREE OF MASTER OF ARTS IN TEACHING
(Pilipino as a Second Language)

This is a 32-unit program intended for BSE and AB graduates, major in Pilipino, and holders of the B.S.E. Ed. degree with sufficient command of Pilipino to be able to communicate in it and go into an analysis of the language without being handicapped by inadequate control of its mechanics. Those lacking proficiency in Pilipino will take the necessary undergraduate courses in Pilipino of up to 12 units to make up for the deficiency, as determined by the Institute for Language Teaching.

Holders of the AB degree without experience in teaching Pilipino will take Education 156 (The teaching of Pilipino Language), Education 180 (Professional Laboratory Experiences), and Education 182 (Teaching Internship) to be eligible for the degree of Master of Arts in Teaching (Pilipino as a Second Language).

CURRICULUM

		Units	
Foundation Courses			
Education 200.	Modern Educational Theories and Principles	2	
Education 206.	Educational Sociology	2	
Education 210.	Methods in Educational Research	3	
Education 212.	Advanced Educational Psychology	2	
			9
Major Courses			
Applied Linguistics 220.	Introduction to Descriptive Linguistic Analysis for Language Teachers	3	
Applied Linguistics 223.	Contrastive Linguistic Analysis for Language Teachers	3	
Education 274.	Phonology of Pilipino for Teachers of Pilipino as a Second Language	4	
Education 275.	Second Language Teaching	3	
Education 276.	Construction of Language Tests	2	
Education 277.	Teaching Reading and Literary Appreciation in Second Language Situations	2	
			17
			4
Cognates			
Education 299.	Seminar in Education. Important problems and issues in Education. Prerequisite: Graduate standing and consent of instructor		2
		Total:	32

3

CURRICULUM FOR THE DEGREE OF MASTER OF ARTS IN TEACHING
(Spanish as a Second Language)

This is a 32-unit program intended for BSE and AB graduates, majors in Spanish or with certificates in the teaching of Spanish (e.g. C.E.E.E.). It may also be taken by candidates who are eligible for admission on the graduate level and who have a native-language familiarity with Spanish and at least 12 units of courses related to language teaching. One other requirement for admission into this curriculum is sufficient command of Spanish to be able to communicate in it and go into an analysis of the language without being handicapped by inadequate control of its mechanics, Those deficient in this requirement will take the necessary undergraduate courses of up to 15 units as determined by the Institute of Language Teaching to make up for the deficiency.

Holders of the A.B. degree who have had no experience in teaching Spanish will take Spanish 170 (The Teaching of Spanish as a Second Language) and Spanish 180 (Methodology of Spanish Literature) to be eligible for the degree of Master of Arts in Teaching (Spanish as a Second Language).

CURRICULUM

Foundation Courses	Units	
Education 200. Modern Educational Theories and Principles	2	
Education 206. Educational Sociology	2	
Education 210. Methods in Educational Research	3	
Education 212. Advanced Educational Psychology	2	9
Major Courses		
Applied Linguistics 220. Introduction to Descriptive Linguistic Analysis for Language Teachers	3	
Applied Linguistics 223. Contrastive Linguistic Analysis for Language Teachers	3	
Education 273. Phonology of Spanish for Teachers of Spanish as a Second Language	4	

	Units	
Education 275. Second Language Teaching	3	
Education 276. Construction of Language Tests	2	
Education 277. Teaching Reading in Second Language Situations	2	
		17
Cognates		4
Education 299. Seminar in Education. Important problems and issues in Education.		2
		32

Prerequisite: Graduate standing and consent of instructor.

MASTER OF EDUCATION (M. ED.)

REQUIREMENTS FOR GRADUATION

The degree of Master of Education shall be awarded on fulfillment of the following general requirements:

1) The student shall have been in residence for a period equivalent to at least one full academic year previous to the granting of the degree.

2) The student shall have completed at least thirty units of the approved work in this University. No graduate credit is given for any course numbered from 100 to 199 except when by previous arrangement with the instructor, in each case with the approval of the Education Graduate Committee, clearly defined extra work adequate for advanced credit has been done. No graduate credit shall be given under any circumstances for work that has been credited to any other degree. No credit shall be given for any work done in absentia except in the preparation of the special problem and this is only on formal recommendation of the research adviser and the Education Graduate Committee, and approval of the Dean.

3) The student shall have satisfied the foreign language requirement.

4) The student shall have passed a written comprehensive examination covering all the courses in his plan of study.

5) The candidate shall have prepared a satisfactory special problem which shall have been submitted in standard form and been accepted. The title of the special problem would be mentioned in the commencement program.

6) Each candidate shall have passed a general oral examination on the special problem and on general scholarship.

Final recommendation for the degree shall depend on the student's general ability as demonstrated by the oral examination and the testimony of his instructors more than on his ability to pass formal examination. Candidates who fail in the oral examination a second time shall be permanently debarred from further work on his degree program.

7) Candidates requiring more than one year to complete their work must have fulfilled all the requirements adopted in the interval and in force at the time the degree is conferred.

8) The candidate shall have submitted a bound typewritten copy of the special problem, after it has been accepted to the Secretary, Education Graduate Committee, for the records of the College.

9) All requirements for the master's degree should be fulfilled within a period of five calendar years. Extension of this period may be granted upon recommendation of the program adviser and the Education Graduate Committee, subject to the approval of the Dean.

CURRICULUM

Courses for this degree program are distributed as follows:

Graduate Education courses	18 units
Cognate course (in at least two disciplines)	8 units
Special problem	4 units
Total:	30 units

CURRICULUM FOR THE DEGREE OF MASTER OF EDUCATION (M. Ed.)

(Major in Second Language Teaching)

This is a 30-unit program appropriate for (1) B.S.E. or B.S.E.E. graduates, (2) school administrators and/or supervisors of elementary and secondary levels with bachelor's degrees, and (3) prospective faculty members of undergraduate professional courses in education who wish to increase their professional preparation through further study in education, administration, supervision, and other areas affecting education. Holders of the A.B. degree may qualify if they have taken a teacher's courses in their major field and Education 180 (Professional Laboratory Experience) and 182 (Teaching Internship) or their equivalent.

GRADUATE EDUCATION COURSES

		Units	
Foundation Courses			
Education 200.	Modern Educational Theories and Principles	2	
Education 206.	Educational Sociology	2	
Education 210.	Methods in Educational Research	3	
Education 212.	Advanced Educational Psychology	2	
			9
Major Courses			
Education 272.	(For English majors)*		
Phonology of English for Teachers of English as a Second Language			4
Education 275.	Second Language Teaching	3	
Education 276. or Education 277.	Construction of Language Tests Teaching Reading and Literary Appreciation in Second Language Situations	2	
			9

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*Education 273 (for Spanish majors)
Education 274 (for Pilipino majors)

Cognates	Units	
Applied Linguistics 220. Introduction to Descriptive Analysis for Language Teachers	3	
Applied Linguistics 223. Contrastive Linguistic Analysis for Language Teachers	3	
Other cognate	2	
		8
Special Problem		4
Total:		30

DESCRIPTION OF GRADUATE EDUCATION COURSES

Education 200. MODERN EDUCATIONAL THEORIES AND PRINCIPLES. The theories and views of educational philosophers and the social forces affecting education.

Credit: 2 units

Education 206. EDUCATIONAL SOCIOLOGY. This course aims to train educational leaders in rural communities.

Credit: 2 units

Education 210. METHODS IN EDUCATIONAL RESEARCH. This course is intended primarily for graduate students writing these for the master's degree.

Prerequisite: Education 140 or its equivalent
Credit: 3 units

Education 212. ADVANCED EDUCATIONAL PSYCHOLOGY. Educative processes and their underlying psychological principles.

Prerequisite: Education 116 or its equivalent
Credit: 2 units

Applied Linguistics 220. INTRODUCTION TO DESCRIPTIVE LINGUISTIC ANALYSIS FOR LANGUAGE TEACHERS. Introduction to methods of describing a language. Application of descriptive linguistic analysis on the structure of a language.

Prerequisite: Graduate standing or permission of instructor.
Credit: 3 units

Applied Linguistics 223. CONTRASTIVE LINGUISTIC ANALYSIS FOR LANGUAGE TEACHERS. Techniques of contrastive linguistic analysis and the application of any of these techniques in the comparison of two languages.

Prerequisite: Applied Linguistic 220 or permission of instructor.
Credit: 3 units

Education 272. PHONOLOGY OF ENGLISH FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE. Phonology of English; speech improvement for teachers of English as a second language; preparation of instructional materials for the improvement of spoken English.

Prerequisite: Graduate standing or permission of the instructor.
Credit: 4 units

Education 275. SECOND LANGUAGE TEACHING. Principles, materials, and methods of second language teaching; examination and preparation of instructional materials; observation, discussion, demonstration of the teaching of various aspects of language instruction.

Prerequisite: Applied Linguistics 223 or Education 272, or permission of instructor.
Credit: 3 units

Education 276. CONSTRUCTION OF LANGUAGE TESTS. Principles of language test construction and their application in the preparation of sample language tests.

Prerequisite: Education 140, or English 115, or Linguistic 223 or permission of instructor.
Credit: 2 units

Education 278. 1. SUPERVISION OF INSTRUCTION IN ENGLISH. Concepts and techniques of supervision as applied to instruction in English; specific functions of the supervisor of English with special relevance to the Philippine situation.

Prerequisite: Education 202 or consent of instructor.
Credit: 2 units (may be taken twice for elementary or high school level)

Education 279. 1. PRODUCTION OF INSTRUCTIONAL MATERIALS IN ENGLISH. Preparation of materials of instruction for classes in English.

Prerequisite: Education 272 or 275 or consent of instructor.
Credit: 2 units

Education 299 (TESL). SEMINAR IN EDUCATION. Important problems and issues in education.

Prerequisite: Graduate standing or permission of instructor.
Credit: 2 units

9.5

PHILIPPINE NORMAL COLLEGE

Appendix D

I MASTER OF ARTS IN EDUCATION

SPECIALIZATION: LANGUAGE TEACHING

Students seeking admission to the graduate course in Language Teaching should have an average of 1.75 in all his undergraduate English courses and a general average of not less than 2 or 3.

Liberal Education (6 units)

L. E. 501	Social and Cultural History of Mankind	2 units
L. E. 502	Art and Life	2 "
L. E. 503	Philosophy and Religion	2 "
L. E. 504	Science and Mathematics in the Modern World	2 "
L. E. 505	Problems of Contemporary Civilization	2 "
L. E. 506	Cultural Anthropology	2 "

Professional Orientation (4 units)

Ed. 501	Philosophy of Education	2 units
Ed. 505	Research and Scientific Writing	2 "

Specialization (10 units)

Ling. 501	Introduction to Descriptive Linguistics	2 units
Ling. 502	Phonology (Phonetics and Phonemics)	2 "
Ling. 507	Morphology and Syntax	2 "
App. Ling. 504	Contrastive Analysis	2 "
App. Ling. 506	Teaching a Second Language	2 "

Electives (4 units)

Ed. 512	Educational Statistics	2 units
Ling. 508E	Structure of English	2 "
Ling. 508P	Structure of Pilipino	2 "
Ling. 508V	Structure of Other Phil. Languages	2 "
App. Ling. 503	Probs. of Conversational English	2 "
App. Ling. 509	Preparing and Evaluating Materials	2 "
App. Ling. 510	Language Testing	2 "
App. Ling. 511	Research Methods in Language	2 "
App. Ling. 512	Teaching in the Vernacular	2 "
App. Ling. 513	Psychology of Lang. Learning	2 "
Ling. 505	Advanced Composition	2 "

Reading Course 599 (A maximum of 2 unit reading course)

Thesis (6 units)

Ed. 600	Thesis	6 units
	Total:	30 units

II CERTIFICATE IN LANGUAGE TEACHING

Liberal Education (2 units)

Any of the first five L. E. courses listed for M. A., Language Teaching.

Professional Orientation (2 units)

Ed. 501 Philosophy of Education ------------------------------ 2 units

Specialization

1. Linguistics (Theory) - 6 units
   Ling. 501 Introduction to Descriptive Linguistics ----- 2 units
   Ling. 502 Phonology (Phonetics and Phonemics) -------- 2 "
   Ling. 507 Morphology and Syntax ---------------------- 2 "

2. Linguistics (Applied) - 4 units
   App. Ling. 504 Contrastive Analysis ------------------ 2 units
   App. Ling. 506 Teaching a Second Lang. --------------- 2 "

3. Electives (6 units)
   Ling. 508-E Structure of English -------------------- 2 units
   Ling. 508-P Structure of Pilipino ------------------- 2 "
   Ling. 508-V Structure of Other Phil. Languages ------ 2 "
   App. Ling. 503 Problems of Conversational English ----- 2 "
   App. Ling. 509 Preparing and Evaluating Materials ---- 2 "
   App. Ling. 510 Language Testing ---------------------- 2 "
   App. Ling. 511 Research Methods in Language ---------- 2 "
   App. Ling. 512 Teaching in the Vernacular ------------ 2 "
   App. Ling. 513 Psychology of Lang. Learning ---------- 2 "
   English 505 Advanced Composition -------------------- 2 "
   Drama 501 Fundamentals of Dramatic Speech ------- 2 "
   Drama 504 Playwriting and Workshop -------------- 2 "
   Reading Course 599 (A maximum of 2 unit Reading Course or four units)

4. Special Project - 4 units
   App. Ling. 550 Special Project ----------------------- 4 units

Total: 24 units

NEW DESCRIPTIONS OF ENGLISH COURSES

Linquistics 501* Introduction to Descriptive Linquistics (2 units)

This course describes the function of language in communication. The contribution of Phonology, Syntax, Semantics, Information Theory. Behavioral Psychology, and their subordinate disciplines to the communication system is surveyed. The process by which language is learned in a first language situation is discussed and contrasted with the process of language learning in a second language situation. The range of structural similarities and differences among the world's languages is considered with special emphasis on English and the Philippine languages. The course does not concern itself, as the present course of the same number and title does, with technical details of linguistic analysis, but rather concentrates on a survey of the entire field and the disciplines closely related to it.

Linquistics 502* Phonology (2 units)

This course covers the techniques of phonetic and phonemic analysis of a language and the basic facts of the phonological structure of English and the Philippine languages. It replaces the present English 502, Phonology for Filipino teachers. It is essentially a theory course, not a speech improvement course. (Prerequisite: Ling. 501 completed or taken concurrently)

Applied Linguistics 503 Problems of Conversational English (2 units)

This course investigates the difference between English usage in the Philippines and English usage in the United States and explores the implications and consequences of these differences. The student is expected to arrive at a reasonable understanding of language standards, the social and linguistic processes which give rise to them, and the extent and kind of variation which they permit. (Prerequisite: Ling. 501 completed)

Applied Linguistics 504* Application of Contrastive Analysis (2 units)

This course shows how selected structural elements of one language can be compared with structural elements of another language to isolate linguistic differences and similarities. The course also considers the implications which these similarities and differences have for teaching and testing a second language. (Prerequisite: Ling. 501, 502, 507 completed or taken concurrently).

[#] Designed as the final test for the Certificate. The special project will fit the previous experience, intellectual temper, and interests of the student. The special project will be directed by a qualified member of the faculty as adviser. One or two other members (optional) may be appointed to assist the adviser.

* Required of all students.

Applied Linguistics 506* Teaching a Second Language (2 units)

This course discusses the principles of Second Languages teaching available materials for teaching and testing the language, appropriate methodological devices to make the most of the materials, and areas of second language pedagogy which have not been adequately exploited because principles have been poorly understood, materials have not been made available, or methodological difficulties have not been overcome. (Prerequisite: Ling. 501 and 502 or 507 completed or taken concurrently)

Linguistic 507* Morphology and Syntax (2 units)

This course explores the grammatical side of language, showing how the grammar of languages can be described and what the functions of such a description are in linguistic analysis and in language teaching. (Prerequisite: Ling. 501 completed or taken concurrently).

Linguistics 508-E. Structure of English (2 units)

This course describes the English language from a structural point of view. The sound system, the grammar (morphology and syntax), the semantic system, and the stylistic conventions of written and spoken English will be considered. (Prerequisite: Ling. 501 completed or taken concurrently)

Linguistics 508-P. Structure of Philipino (2 units)

This course describes the Philipino language from a structural point of view. The sound system, the grammar (morphology and syntax), the semantic system, and the stylistic conventions of written and spoken Philipino will be considered. (Prerequisite: Ling. 501 completed or taken concurrently).

Linguistics 508-V. Structure of other Philippine Languages (2 units)

The phonology and grammar of the major Philippine languages other than Tagalog will be considered and their areas of similarity and dirrerence will be discussed. (Prerequisite: Ling. 501 completed or taken concurrently).

Applied Linguistics 509. Preparing and Evaluating Materials (2 units)

The course will consider the factors which must influence the development of a language teaching curriculum, the kinds of materials which are needed in such a curriculum, the means of preparing such materials, and methods of evaluating them. (Prerequisite: Ling. 501 and 502, 506, 507 or 508-V and 512 completed or taken concurrently).

Applied Linguistics 510. Language Testing (2 units)

The course will consider the areas of language proficiency which must be tested, the kinds of tests appropriate in each area, the procedure by which such tests can be prepared and evaluated, and the kinds of use which can be made of information gathered by language testing (Prerequisite: Ling. 501 and 502, 508, 507 or 508-V and 512 completed or taken concurrently).

Applied Linguistics 511. Research Methods in Language (2 units)

The course will attempt to isolate and define areas in language and language teaching where research is needed. Specialised techniques appropriate to doing research in particular areas can be considered as needed by individual students. A prerequisite for admission in this course would necessarily be an interest in pursuing research in a certain area of language, and the materials taken up in any particular year can vary considerably depending upon the needs of the student enrolled (Prerequisite: Ling. 501, 502, 504, 507 completed or taken concurrently with consent of instructor)

Applied Linguistics 512. Teaching in the Vernacular (2 units)

This course would contrast first language procedures and assumptions with second language procedures and assumptions. The areas where the existing curriculum has been unduly influenced by the fact that it was formerly taught in a language which was not the native language of the student will be isolated, the effect of these undue influences will be assessed, and approaches which are more appropriate in a first language situation will be considered. (Prerequisite: Ling. 501, and 508-P or 508-V completed or taken concurrently).

Applied Linguistics 513. Psychology and Language Learning (2 units)

The position of language and linguistic responses in the psychology of normal individuals will be considered. The important psychological differences between an accomplished speaker of a language and a student learning the language will be pointed out. Finally, learning theory will be related to the specific problems of language learning, and the implications which it has for materials and methodology will be developed. (Prerequisite: Ling. 501, 506 or 512, and 509 completed or taken concurrently).

916

Appendix E

Ateneo University
M.A. Program in Language Teaching
DEPARTMENT OF LANGUAGE AND LINGUISTICS

STATEMENT OF AIMS

The Department has a two-fold purpose: (1) the analyses and teaching of languages, (2) the training of teachers of languages. The different languages are English, Spanish, Chinese, Tagalog, and the other Philippine languages. In the analyses of languages the methods and techniques used are based on modern structural linguistic theories and principles. The language teacher training program seeks to prepare the student for teaching languages. In broad outline the training embraces an awareness of the implications of the enculturative method and the acquirement of skills for its application. Relations to the discipline of phonetics, physiology, linguistics, literature, anthropology, psychology, philosophy, and sociology are examined. An apprentice system for the analysis, evaluation, grading, drilling, and testing of enculturative materials helps the student acquire the necessary skills. Special emphasis is on the solution of Philippine problems.

Language learning is behavioral, a part of total cultural behavior. Any particular language should be taught as related to cultural patterns and in the context of cultural situation. Normal verbal behavior should be taught by contextual stimuli. Language is taught as verbal communication involving both speech and action. We accept biculturalism as an ideal. One may term the approach an enculturative method of teaching language.

DEPARTMENTAL REQUIREMENTS

The degree of Master of Arts, major in Language Teaching, seeks to prepare the student for effective teaching of language in the Philippines. This may be the teaching of English to Filipinos, Spanish to Filipinos, Chinese to Filipinos and foreigners, Tagalog to non-Tagalogs, or any Philippine language to foreigners.

Emphasis will be placed on competence. Competence in language teaching is defined as mastery of the spoken language and its writing at a high level of accuracy and facility, effective use of the language, familiarity with the modern developments in language teaching and related fields.

The areas of training are therefore in the areas of languages and cultuture --- their analysis and comparison, and the presentation of pedagogical materials. These materials will then be graded, presented, and drilled.

The M.A. course, major in Language Teaching, normally consists of 32 graduate units plus a thesis. All of these units must be taken within the Department of Language and Linguistics and in allied Departments with the previous approval of the Chairman of the Department of Language and Linguistics.

Of the required 32 units, 12 belong to the core curriculum which all must take before being admitted to the status of degree student. This core curriculum consists of the following:

Ling.	100	- Phonetics	2 units
Ling.	112	- Phonemics	2 units
SA	103	- Research Methods in the Social Sciences	2 units
Ling.	101	- Introduction to General Linguistics I	2 units
Ling.	113	- Introduction to General Linguistics II	2 units
Ps	201	- Fundamental Statistics I	2 units

The field of specialisation requires that twenty (20) units, beyond the core curriculum, be taken up by the student. The courses specified for these 20 units are as follows:

Ling.	111	- Teaching English as a Second Language	3 units
Ling.	103	- Oral English I	2 units
Ling.	104	- Oral English II	2 units
Ling.	120	- Structure of English: Descriptive Analysis of English	2 units
Ling.	200	- Morphology and Syntax	3 units
SA	160	- Language in Culture	2 units
SA	191	- Understanding the Philippines and America	2 units
SA	140	- Cultural Anthropology	2 units
Ps	224	- Psychology of Learning	2 units

At the discretion of the Department Chairman, students may also enroll in one or more of these elective courses beyond the 32 graduate units required for those enrolled in the degree program:

Educ.	223.10	- Programmed Instruction	2 units
Ling.	108	- Learning Tagalog as a Second Language Structure of Tagalog	3 units
Psych	331	- Psychology of Communication	2 units
SA	231	- The Process of Communication	2 units

Six (6) units are devoted to the preparation and writing of a research thesis. Each degree candidate must pass a written comprehensive examination and an oral examination in defense of his thesis. The passing grade for degree credit in all courses is B.

COURSE OFFERINGS

Ling. 100 - Phonetics

This course introduces the student to physiological, articulatory, and acoustical phonetics in their application to language teaching and linguistic analysis. The acoustic aspect studies the physical structure of the sounds used and the way in which the ear reacts to these sounds. The physiological and articulatory aspects study human's speech apparatus and how the different phonetic sounds are produced and interpreted. This is a basic course for spoken language and linguistic analysis. 2 units

Ling. 101 - Introduction to General Linguistics: Descriptive Linguistics I

This course reviews the scope of linguistics, including the development of linguistic science and its major branches and trends from ancient time to the end of the medieval period. It is a basic course for the understanding of the structure of language
2 units

Ling. 102 - Principles of Second Language Learning

A study of second language learning from theoretical and practical points of view. The contribution of modern linguistic science, psychology, and other related disciplines to both theory and practice. A survey of second-language teaching methods is included. Specific language problems will be discussed.
2 units.

Ling. 103 - Oral English I

An intensive drill in spoken English. It is designed to perfect the pronunciation of the future teacher. Extensive use of tapes and laboratory. A required course for all students in the following departments: Language and Linguistics and English Literature. 2 units.

SA 103 - Research Methods in the Social Sciences

(Cf. Department of Sociology and Anthropology for course description.) 2 units.

Ling. 104 - Oral English II

This course is a continuation of Oral English I and is designed to help the student handle spoken literature. Extensive use of tapes and laboratory. 2 units.

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Ling. 108 - Learning Tagalog as a Second Language:
Structure of Tagalog

An intensive beginner's course in standard Manila Tagalog, not merely as a spoken language, but as vital communication involving both speech and gestures. Students are drilled intensively in speech patterns and a basic vocabulary adequate for simple but idiomatic conversation. The method employed is enculturative; that is, while the major emphasis is on the mastery of correct Tagalog speech, concomitant cultural values and gestures are also inculcated in the dialogue drills. 3 units.

Ling. 111 - Teaching English as a Second Language

This course applies linguistics, cultural anthropology, and psychology to the teaching of English in the Philippines. There will be intensive drill in oral English for the teacher, and a method given of applying these social sciences to the teaching of speaking, reading and writing. Tapes, films, speech booths and English informants are used. 3 units.

Ling. 112 - Phonemics

This course presents linguistic techniques in the analysis and classification of the speech sounds of a language and a systematic consideration of the distinctive features of sound which was employed in the language to mark the phonemes or sound-classes. This is a basic course for spoken language and linguistic analysis. 2 units.

Ling. 113 - Introduction to General Linguistics:
Descriptive Linguistics II

This course continues the development of linguistic science in the modern period from medieval times to the present day. It is a basic course for the understanding of the structure of language. 2 units.

Ling. 120 - Structure of English: Descriptive Analysis of English

This course presents an analysis of American English phonology, morphology and syntax in a framework which can be understood by students who have had little prior experience with the structural analysis of a language. It surveys the different structural analysis of English and provides the student with a flexibility which will enable him to move easily among them. This course is also helpful for teachers of English. No prerequisite needed. 2 units.

SA 140 - Cultural Anthropology

(Cf. Department of Sociology and Anthropology for course description.) 2 units.

SA 160 - Language in Culture

(Cf. Department of Sociology and Anthropology for course description.) 2 units.

10.1 ENGLISH METHODOLOGY COURSES FOR ENGLISH MEDIUM TEACHERS AT THE TEACHERS' TRAINING COLLEGE, SINGAPORE

By Mr Woon Wei Tuck

I feel deeply honoured to have been given the opportunity to speak to you today on a topic in which we share a common interest. Within the area discussed, this paper has obvious limitations and I am acutely aware of my own inexperience in the light of the many well-known individuals who have from time to time reviewed the aspects concerned. Needless to say, the observations that I shall be making in the course of this paper are totally my own and they do not reflect, in any way, the official views of the College.

The Singapore Teachers' Training College is just over 18 years old; and in 18 years the picture has undergone many changes, most of them indeed crowded into the last decade. As we are in many ways conditioned by the past, let me give you as briefly as I can a few statistics.

When the College was established in March 1950, there was only one course in the English medium with an enrolment of 276 students. Today in 1968, there are 18 different departments with a total enrolment of some 5800 individuals undergoing training in over 13 types of courses in 4 language media. Of these courses, there are 5 regular separate courses in the English medium which include lectures in English methodology as part of their curricula. These are: the 3 year part-time Certificate in Education (General) course for School Certificate holders, the 2 year full-time Certificate in Education (General) course for School Certificate holders, the 1 year full-time and 2 year part-time Certificate in Education (Commerce) course, the 2 year part-time Certificate in Education course for holders of the Higher School Certificate, and the 1 year part-time Certificate in Education course for university graduates.

In the early 1950s, students at the College received some 4 hours of lecturers in English methodology in their first year of training, 8 hours in their second year and 4 hours in the third - making a total of some 16 hours of lectures in English methodology throughout the entire 3 year part-time (Normal) course. Today, in their first year of training alone, 3 year part-time Certificate students in the General course are given 10 hours of lectures in English methodology per college term - making a total of 30 hours - excluding another 30 hours given to them in their final year of training!

With the time at my disposal, I think it is beyond the scope of this paper to describe in detail the syllabuses in Content Study of English Language and English Literature of the various courses involved. Suffice it to say that such content courses are necessary to help our trainees realise that as teachers in English they are also teachers of English. Accordingly, as teachers of English, they are teachers of language, and must know what language is.

Good taste and discrimination in reading as well as an awareness of the linguistic, literary and cultural aspects of the language are encouraged and developed through studies in English Literature in all the courses concerned. Play-reading sessions have been held from time to time and students are encouraged to participate in recitals of Prose and Verse, declamation contests and dramatic presentations.

Through actual practice at the College, students are helped to develop correct expression in both spoken and written English. This, to my mind, is a fundamental aspect of their training because the ultimate effect of a 'credit' in English Language obtained in the School Certificate examination is difficult to predict! To illustrate, a few weeks ago, an essay was handed in to me; and the final-year student, who is possibly typical of many, wrote: "In order to measure angles, we must use a projector. This can be made of a cupboard cut into pieces for measurement!"

Ladies and gentlemen, it is my personal belief that if we at the College can bring about an improvement in the art and craft of expression in language, we will have achieved something that will be of lasting value in the lives of those who have been in our charge. This brings me back to the main aspect of my paper.

Bearing in mind the increasing attention paid to raising the standard of teaching English as a second language in non-English medium schools in Singapore, the English methodology syllabuses of the College were revised in 1965. These syllabuses now include lectures on the main principles and problems of the teaching of English as a second language.

The main body of the methodology courses at present is concerned with the theory and practice of English-language teaching. In the first year of the Certificate in Education (General) courses for School Certificate holders mentioned earlier, there is a series of 30 hours of lectures in English methodology. These include the aims and principles of language-teaching, methods and activities used in areas like oral English, reading and writing, spelling and dictation, story-telling, poetry and dramatic activities. In addition, discussions are held from time to time on problems relevant to the topics concerned.

In the final year of each of these two courses, another 30 hours of lectures in English methodology are given. These cover the principles of teaching English at a more advanced stage. While the final-year course deals mainly with the special place of English in the Singapore school curriculum, it also lays some stress upon the separate approach in teaching English as a second language in non-English medium schools. Emphasis is placed on modern trends in language teaching as in the structural and situational approaches.

A reasonable amount of research is carried out in the study of the growth and development of language for a child from the age of birth to twelve years. Language testing techniques are examined and carried out. In addition, the basic principles of textbook selection and syllabus construction are also discussed.

From this year (1968), final-year students of the 2 year full-time Certificate in Education (General) course will be given, as part of their training, an additional 30 hours of lectures in the teaching of English as a second language. These lectures cover special problems of second language teaching in non-English medium schools, principles of second language learning and teaching and problems of bilingualism and multi-lingualism.

Special attention is paid to the presentation of language material in oral lessons at all levels in school e.g. the preparation and use of substitution tables, verb series, chain drills, action chains and other oral techniques. Lectures will also be given on the psychology of second language learning and teaching. Factors affecting retention, transfer and interference in language will also be discussed. There will be lectures on the objectives of second language texts and syllabuses and the need to supplement these.

All English medium students attending the Certificate in Education (Commerce) course receive, in their first year of training, 30 hours of lectures in their first year of training, 30 hours of lectures in the teaching of Commercial English. Special attention is paid to clarity and conciseness in oral and written expression together with the use of general procedures at meetings and interviews.

In the 2 year part-time Certificate course for Higher School Certificate holders, 30 hours of lectures in English methodology are given in the first year of training only. These lectures cover the origins and meaning of language, the importance of vocabulary control and the linguistic skills to be cultivated accordingly. Together with the use of audio-visual aids in language and literature teaching, special problems in the teaching of English in Singapore secondary schools are also discussed. In addition to a review of current English and Literature texts, lectures on methods of constructing effective language tests and examinations are included.

All Arts graduates attending the 1 year part-time Certificate in Education course for university graduates are required to choose two special methods out of a group of four viz. Mathematics Method, History Method, Geography Method and Language Method. Those opting for Language Method receive a total of 10 hours of lectures based on the nature and function of language, the psychological principles of language learning, the role of the English teacher in the classroom, and the teaching of various aspects of English Language and English Literature at secondary levels. A brief survey of recent trends, programmed instruction and audio-visual aids used in language teaching is included as part of this course.

Formal assessment of each student's progress is made by lecturers concerned as many times per term as there are lectures in that subject per week, e.g. a subject for which there is one lecture period per week on the time table is assessed once a term. Such assessment is based on written work or, where written work is not applicable, on practicable, on practical and/or oral work done during the term.

Practical teaching is a fundamental part of the training in all years and our students are supervised in this at least three times a term. The magnitude of the task may be appreciated if we were to think of 3 supervisions per student per term for a total of some 2800 trainees in the English medium courses alone! In view of such huge numbers, it is possible that the supervision and guidance of trainees in the teaching of English subjects at school may not be as effective as they ought to be.

For the 3 year courses, there is a Professional Part I examination at the end of the first year; assessments for the second year, and a Professional Part II examination at the end of the third year. In the case of the 2 year courses, the Professional examinations are taken at the end of each of the two years of training. In the case of the I year course for university graduates, examinations are held at the end of the course.

In addition to CCTV facilities, the Singapore Teachers' Training College has two language laboratories - a 45 booth laboratory installed by the College under its own development plan and a 16 booth laboratory donated by the

the British Council. With such facilities, it is anticipated that the College will move, more and more, into an area of practical application and research in language-teaching.

In the 1950s, there was a shortage of trained teachers, modern language textbooks and courses, and a legacy of language teaching methodology ill adapted to the urgency of modern educational expansion. We have gone quite a long way since then. Whatever the nature and content of the present methodology course, however, it must of necessity have its limitations. There are still many dark stretches to be lighted. Looking back, nevertheless, I think we have not done too badly. Much has been achieved. Much more can still be done.

10.2 TRAINING OF ENGLISH LANGUAGE TEACHERS IN THE DIPLOMA COURSE AT THE UNIVERSITY OF SINGAPORE

By Miss Lee Seok Tin

First a word about our course leading to the Diploma in Education at the University of Singapore. As we follow the British pattern, our students come to us for a year's full-time course after they have obtained their first degrees. While studying for their diplomas they decide on two teaching subjects and attend the corresponding method lecture.

The students my English method course is aimed at are mainly those who will be teaching English Language and literature in the English schools. For the benefit of those of you attending this Seminar who may not be very familiar with the educational system in Singapore, I should like to add just a brief word of explanation that the nomenclature used for our schools is based on the language of instruction and not the racial background of the pupils so that the English schools for example are so called because the medium of instruction in these schools is English. As our students are trained to staff the upper classes of the secondary school and the pre-university classes they will be teaching children who have already been in English medium schools for at least seven to eight years. Although the weakest students have already been weeded at primary leaving examination there is still inevitably a fairly wide range of language mastery among those who negotiate this hurdle successfully and gain admission into the academic stream of the secondary school. Some who come from English speaking homes may have a mastery of the language comparable to native English children of the same age while others, lacking a sound foundation, find it a hard struggle.

In this course of about 10 lectures, I try to deal with the main aspects of the teaching of English Language and literature in the secondary school, concentrating on what seem to be some of the chief problems of Malayan students and suggestions as to how to tackle them. I try to stress that while admitting the usefulness of concentrating on each of the commonly accepted four main aspects of teaching a language

a) The ability to understand the spoken language
b) The ability to speak the language
c) The ability to read the language
d) The ability to write the language

it is at the same time very important that the teacher should keep in mind that these are only partially independent of each other and that in actual practice they are interrelated and go hand in hand so that skill in one influences the other.

A second basic principle I try to stress is that language learning is essentially a skill. In other words, the pupil can acquire a mastery of English, not by the constant exhortation of the teacher or the mere learning of rules, but by constant practice. Just as a workman cannot master a craft by merely being able to name his tools, a person cannot learn to swim by only recognizing the different strokes, so a child cannot use a language satisfactorily with only a theoretical knowledge of its structure.

Underlying this is the importance of pleasant classroom atmosphere. While it is true that some people are more sensitive to this factor than others there is no doubt that everyone is affected by it to some extent and it is generally recognized that this is one of the most important factors in successful language teaching.

10.3.1

Synopsis of Lectures on English Method (8 - 10 Lectures)

Introduction

A. Ground covered in these lectures - main aspects of the teaching of English Language and Literature in the secondary school, touching on chief problems of Malayan students.

B. Difficulties a language teacher has to face.

Language

A. Comprehension - Training in picking out the gist of a paragraph. Observation of how a writer has developed his topic and constructed his sentences. To stress the importance of structural words. Suggestions concerning passages for comprehension.

B. Oral Work - Practice in different types of spoken English through oral answers and discussion in class, some lessons based on the more polite expressions current in ordinary usage by acting out some of the more common situations they will be likely to meet with in every day, informal talks and speeches, debates. Also suggestions given as to how to eradicate some common faults in reading.

C. Written Work - The importance of training the children in making outlines, how answers should be developed from these outlines, the aims and method of teaching precis-writing, suggestions for different types of composition, the place of grammar in the English course.

Literature

Some basic principles in connection with the study of literature.

1. Aim is to train children in appreciation and to develop discrimination.
2. Choice of particular piece of work to be studied to be based on tastes and class.
3. Importance of careful preparation.
4. Suggested methods of dealing with poetry, the novel and drama.
5. Rough grading of works to be studied on the principle that the child should be furnished with the kind of reading that will follow the lines of his department.

10.3.2 Language Method

A. Some basic Aspects of Language: Nature
Contents
Functions

B. A Survey of the Development of Language Teaching Method - from Translation Method to the Oral Approach.

C. Some Fundamental Principles of Language Method - illustrated by various teaching methods, devices and techniques.

D. The Teaching of Speech:
Phonetics and the teaching of Speech.
Common devices such as sound drill, intonation marking schemes, sound charts, the use of audio-visual aids, etc.

E. The Teaching of Grammar:
Linguistics and the teaching of Grammar.
Some common devices such as structural drills, diagrams, action chain, etc.
(A sound film on the demonstration of the teaching of Grammar is to be shown and fully discussed.)

F. The Teaching of Meaning:
Semantics and the teaching of Meaning.
Some common devices such as pattern drills, sentence method, contextual presentation, etc.

G. Selection and grading of sounds, vocabulary, sentence structures, grammatical items and meanings.

H. A survey of the Research work done in the Teaching of English as a second language.

I. Discussions on the Second Language Syllabuses, i.e. National Language, Chinese, etc. and common textbooks used in Singapore and the Federation of Malaya.

10.3

SPECIAL IN-SERVICE COURSES IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE AT THE TEACHERS' TRAINING COLLEGE, SINGAPORE

By Mr R.K. Tongue

General Information on the Courses

These courses were planned to take place over the four-year period, 1965-1968, and to offer specialised training in the techniques of teaching English as a second language to teachers of English in non-English schools and streams in Singapore. The fourth course in the series is consequently under way and is due to conclude in November, 1968. About 1,400 teachers have registered for these courses - that is to say, practically the whole of the TESL staffs in non-English schools and streams in the Republic will have undergone the training these courses offer by the end of 1968. The great majority of those attending have succeeded in obtaining the Course Certificate.

Aims of the Courses

The aim of the courses is to bring teachers of English in non-English schools up-to-date with the latest ideas and techniques in the field of the teaching of English as a second language. In the past, teachers trained at the Teachers Training College, Singapore, received little or no instruction in TESL techniques, since College syllabuses in English were largely geared to the needs of the English medium schools. This situation is now being remedied and newly-graduating TTC students will, in future, be offered TESL techniques as part of the course they follow at the College; this important development, by the way, should help to raise standards in the English-medium schools too, as it is fast being realised that the teaching of English in the newer English-medium schools is essentially a second language teaching task. Thus, the courses aim to cater for the needs of the older and more experienced teachers who have already completed their formal teacher-training.

General and detailed syllabuses of the course are attached; as will be seen, the emphasis is heavily on the Oral Approach in order to attempt to counterbalance the excessive emphasis on the Written Approach in the past. Unfortunately, the traditional attitudes still persist in many areas; written work still has a disproportionate amount of time devoted to it and an excessive concern with testing is found in most schools. However, with the introduction of new English syllabuses and the more widespread awareness of TESL techniques, I think it is fair to say that the climate of opinion is gradually changing in the right direction.

The basic principles behind the courses can be found on the attached sheet.

The method recommended is an eclectic one, which we call the Structural-Situational Method; a summary of the main features of this method is attached. In brief, it is a method which aims to arrange the language material for teaching in a graded series of sentence-patterns; these patterns are then drilled repetitiously until the pupils can respond to themmore or less automatically. (Since this "structural drilling" can rapidly become boring, we suggest a large number of different drilling techniques to offer variety). Finally, the sentence-patterns, when drilled sufficiently, are used in a wide range of real or imagined situations.

Such a method is obviously particularly suitable for the Primary level; for the Secondary level, we have attempted to develop and offer remedial techniques but a great deal of work still remains to be done in this area. It is hoped that the Regional English Language Centre will in due course be able to offer assistance in the vital area of remedial teaching.

Principles on which the courses are based

Second languages have traditionally been taught by methods which are usually categorised under the heading of the "Grammar/Translation Approach". These methods can be briefly summarised as follows:

(i) Great emphasis was placed on the learning of so-called "grammatical rules". Often these "rules", being based on descriptions of Latin rather than of the language being taught, were quite inadequate; numerous exceptions normally had to be listed after each "rule". This grammatical emphasis furthermore compelled the pupil, before he opened his mouth in the second language, to think of the appropriate grammatical features he was about to employ. Such cogitation before speaking is unnatural and impedes the development of fluency.

(ii) Student practice normally took the form of translation from and into the mother-tongue and analytical exercises of the type of clause analysis, parsing, selection of various classes of noun from a list, and so on. Both these forms of practice are now seen to be unsatisfactory. Translation compels the student to continue to think in his mother-tongue whereas we should be aiming at concentrating his attention exclusively on the second language. Maximum exposure to the language being learnt is vital, and translation does not allow for this. Analytical exercises may teach the student something about the mechanics of a language; but we do not want to teach ABOUT the language, we want to teach the language itself - to enable the learner to use it freely and fluently. Traditional forms of language practice did not succeed in achieving this.

For the above reasons, and many others, linguists and teachers during the last forty years or so have become convinced that traditional attitudes and techniques have failed to achieve satisfactory standards of second language learning.

The modern approach is very different and can be described, at its best, as dynamic and functional. Attention is switched from "grammatical rules" to usage; we are more interested now in what native speakers of English actually say than what the grammar books tell us they ought to say. A language is now viewed, not as a set of grammatical rules to be learnt, but as a series of "patterns" or "structures" to be used. A sentence pattern is a typical arrangement of words in a sentence. All languages have sentence patterns; their number is large but limited. These patterns are arranged in some order suitable for teaching and then drilled until the pupils can use them, and respond to them, automatically. During the drilling, the pupils speak largely in chorus; this is the only way, with big classes, to give the pupils sufficient practice in speaking. Since repetitious drilling can become boring, a large battery of drilling techniques has been devised in order to introduce as much variation as possible. After drilling, the final stage of teaching is to use the language patterns taught in as wide a selection of situations, real or imagined, as possible.

Allied techniques have been developed for the teaching of reading and writing but the modern approach stresses the primacy of speech; all new language material is introduced orally first.

To sum up, the modern method aims to practise "sentence patterns in action" - in other words, to bring the second language learning situation as close as possible to the mother-tongue learning situation.

General Syllabus

Subject	Approximate No. of Hours
Introduction to Linguistics for Second Language Teachers and Structural Description of English	14
Methodology of Language Teaching. "A" The Teaching of Oral English	14
Methodology of Language Teaching. "B" The Teaching of Reading and Writing (including a consideration of Syllabus construction and of the problems of the evaluation of Textbooks)	14
Applied Phonetics for Language Teachers	14
Special Problems of English Language Teaching in Singapore non-English schools	6
The Use of Audio-Visual Aids in Language Teaching	6
The Psychology of Language Learning	6
Language Testing	3
Tutorial Discussions	3
Language Teaching Films	8
Supervision of Practical Teaching (followed by discussion)	2
Total:	90 hours

Notes:

1. In addition to the above, every course member will be expected to complete two Projects, one in each of the two vacations.
2. The final examination, held in December each year, consists of two three-hour papers.

Detailed Syllabuses

1. 1. Introduction to Linguistics for Second Language Teachers and structural description of English

Introductory: aims of course

What is Language? How does Language work? Origins and function of speech.

Theoretical Linguistics, descriptive and comparative.

Applied Linguistics.

Difference between learning of first and second language.

Transfer (positive and negative). Which English to learn?

Varieties of language; dialects, registers and styles.

Meaning.

The Phoneme.

Selection of a model; staging and grading of material.

Functional (structural) words and content words.

Structural description of English. { (a) phonology (b) grammar
Special characteristics of English { (c) vocabulary (d) cultural content.

2. Methodology of language teaching (including syllabuses and textbooks)

Introduction and historical background.

Grammar-Translation Method and its faults. "The Direct Method" etc.

Principles of the Oral Approach/Structural, Situational Method.

Substitution Tables. The presentation of new material.

Verb Series, Chain Drills, Actions Chains, Question Sequences.

Classroom Exchanges.

Contrastive Drilling. Other oral techniques.

Chorus Work and Group Work.

Use of Competitions, Games, Songs and Verses.

The Use of Dictation.

The teaching of Reading.

The teaching of Writing.

Spelling.

Stages to Free Composition.

Marking.

The use of Translation.

Lesson planning. A Model oral lesson.

A first lesson in a foreign language.

Different types of syllabus; the aim of the syllabus.

What a syllabus should contain.

The syllabus of Singapore non-English schools.

The link between syllabus and textbook.

Different types of textbook; the ideal textbook.

Textbooks recommended for use in non-English schools in Singapore.

The need to supplement the textbook - methods of doing this.

How to teach effectively with a bad textbook.

The link between Readers and Workbooks.

The best way of using Readers and Workbooks.

3. Speech Training (Applied Phonetics)

Aims:
(1) to demonstrate to the students the importance of speech-training in the teaching of languages.
(2) to provide the students with up-to-date techniques of speech-training, which they will be able to apply in their own classes to improve the oral performance of their pupils.
(3) (ancillary) to improve, where possible, the English speech habits of the course members themselves.

Syllabus:
The importance of speech to the language teacher.
The organs of speech.
Voice production.
Introduction to the phonetics of English.

English vowels, diphthongs & consonants and their formation.
English stress, rhythm and intonation.
Phonetic transcriptions; the phonetic script (Daniel Jones).
The use of the tape-recorder in language teaching.
Phonetic transcription test (end of term 2).
Weak forms.
The use of the speech-training textbook in class.

4. Special Problems of E.L.T. in Singapore non-English Schools

The background and environment of the pupils.
How to maximise their exposure to English.
Linking English with other subjects in the school curriculum.
The vital importance of remedial teaching.
The difference between remedial and ordinary teaching.
Discussion of problems raised by the course members themselves.

5. The use of Audio-visual Aids in language teaching

A careful study of all audio-visual aids in turn, especially the non-projective ones, with a consideration of precisely which specific teaching tasks they are appropriate for.
The use of the blackboard in language teaching.
Making one's own visual aids.
"A.V.A. Channel Five".

6. The Psychology of Language Learning

General learning theory; sensation and perception; conditioned reflexes - stimulus, response, primary and secondary reinforcement - stimulus and response generalisations - stimulus discrimination.
Instrumental learning.

Motivation - needs and drives - instinctive and learnt behaviour - symbolic processes - concept formation - cognition.

Verbal learning - meaningfulness and amount of material to be learnt - motor learning (pronunciation)- individual factors - factors affecting retention - massed and distributed practice - whole learning and part-learning - transfer and interference.

Learning of mother-tongue and of second language.

Teaching machines - language laboratory.

7. Language Testing

Reliability and validity.

Test assessment.

Predictive and achievement tests.

Individual and Group tests.

Objective and non-objective tests.

Diagnostic tests.

Standardisation of tests.

Testing the various language skills.

The aims of language testing - difference between tests and examinations.

Summary of Points on Teaching Method - Oral Approach/Structural-Situational

1) Learning to speak a new language is basically a question of establishing a new set of vocal habits; this can only be done by repeating the patterns of the language often enough to make them automatic. The teacher's main task is to make repetition acceptable by constantly varying the type of drilling used.

2) The four language skills should be taught and exercised in the following order:

hear (and understand)
speak
see (i.e. read)
write.

Thus, all language material should be introduced orally first. The teacher's own speech is of great importance since this is the model which the pupils will copy.

3) The drilling of patterns IS grammar teaching. Grammar teaching in the traditional manner is merely labelling and is largely a waste of time.

4) Structural words and sentence patterns are more important than content words.

5) All language material should be taught in complete sentence patterns.

6) Teach one new pattern at a time. Teach new patterns using content vocabulary which is already known; teach new content vocabulary in patterns which are already known.

7) Language material should be as meaningful to the pupils as possible and should be taught in realistic situations.

8) Chorus work is of great importance in oral drilling; in large classes, there is no other way of ensuring that all the pupils have the opportunity of plentiful oral practice.

9) Reading material should as far as possible be based on material previously learned orally.

10) Written work should always be kept well within the competence of the pupils, so that mistakes in writing are reduced to a minimum and errors are not consolidated.

11) TEACHING is more important than testing.

12) ABILITY TO SPEAK is the most important language skill.

10.4

DEGREE PROGRAMME FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE AT THE NANYANG UNIVERSITY

By Professor Justus Rosenberg

Goals

(a) to prepare students as specialists in the field of teaching English as a second language, particularly as it relates to Singapore and the Chinese media schools.

(b) to improve the competence of those already involved in the field and acquaint them with new developments and methods.

The idea for a degree programme arose from the fact that we realized with each incoming class that we were facing a vicious circle. That the crux of the problem was not so much in improving the quality of language instruction at the University level, but on the primary and secondary levels. And for that teachers were needed. Here were students who had studied English for 10 - 12 years and who were barely intelligible. The fault was not theirs as I was soon to discover by sitting in on various English classes conducted in the city. Theirs was the result of what had been transmitted to them, and what had been transmitted to them left much to be desired to say the least. But it was not only what had been transmitted to them, but how it was transmitted to them. No wonder that by the time the students reach the University they are completely bored if not utterly discouraged and look at English as a necessary evil. Nor are the teachers to blame. They in turn transmit what has been handed down to them and thus the circle seems never-ending.

Rationale

Though Teachers Training Colleges are doing their utmost to meet the ever-growing demand for English teachers, most of them find it difficult to satisfy the needs of the community and to accommodate satisfactorily all those who would want to specialise in this area.

We also found that students who were sent abroad for special training were not always adequately prepared upon their return to deal with the specific linguistic problems existing in their own society. Good as their preparation may be, it is often of too general a nature to allow them to go into the finer phonological and structural contrastive features that make for efficient language teaching.

As a result of some painstaking preparation, a contrastive study was conducted based on the main Chinese dialects spoken by our students, and English, and a teaching method that was tried as a pilot project for over a year in a classroom situation at Nanyang University. We feel that we are now in a position to know and concentrate on these areas that need to be stressed and to embark as of next year upon a programme that would enable us to train teachers of English as a Second Language effectively and efficiently. Our undergraduate programme will be divided into two categories:

academic - consisting of subject matter courses
professional - relating to methods, classroom procedures, practice teaching.

It is our intention to train candidates for the degree in any of the seven areas of competence which we consider essential to produce a good teacher of any given language. They are:

(a) listening comprehension
(b) speaking
(c) reading
(d) writing
(e) applied linguistics
(f) culture-civilization
(g) professional preparation.

In the result we hope to achieve we follow the criteria laid down by the MLA for minimal, good, and superior competencies in each category. (See Appendix I). In more specific terms the programme will be organized as follows:

Admission: Students wanting to obtain a degree as Teachers of English as a second language must have the general University requirements for admission.

Requirements: Each entering student will undergo an initial series of English skills examination (testing, aural comprehension, speaking, reading and writing) to ascertain his level of knowledge and his overall aptitude. Because English is at the same time the medium of instruction and one of the main subjects of study in this programme only those students with a relatively high degree of proficiency will be accepted.

Duration: 3 years of full-time study for a total of 96 credit hours. The programme is also open to part-time students.

Summary of Curriculum

1. Year	
1. Semester	2. Semester
131. Introduction to General Linguistics (2)	132. Introduction to Comparative Linguistics (2)
121. Principles of English Phonology (3)	122. Principles of English Morphology and Syntax (3)
111. Reading and writing (4)	112. Reading and writing (4)
101. Practice in understanding and speaking (4)	102. Practice in understanding and speaking (4)
elective (3)	elective (3)

2. Year	
1. Semester	2. Semester
201. Advanced practice in understanding and speaking (4)	202. Advanced practice in understanding and speaking (4)
211. English composition (2)	212. English composition (2)
221. History of the English Language (3)	222. Language and Culture (3)
Study of a 2 foreign language (4)	Study of a 2 foreign language (4)
electives (3)	electives (3)

3. Year	
1. Semester	2. Semester
301. Methods of Teaching English as a foreign language (4)	302. Methods of Teaching English as a foreign language (4)
321. The literature of English speaking people (3)	322. The literature of English speaking people (3)
311. Advanced English composition (2)	312. Advanced English composition (2)
Study of a 2 foreign language (4)	Study of a 2 foreign language (4)
electives (3)	electives (3)

As can be seen the curriculum is conceived in such a way as to satisfy both practical and theoretical requirements, though there is greater emphasis on subject matter courses than on method courses. This is due to the fact that in addition to the regular curriculum students will be required at the end of their third year to engage in practical teaching for a period of time under the supervision of a "master teacher" or special supervisor. For this reason we have deliberately kept method courses as such to a minimum, incorporating "method" into the total practice-teaching experience. To ensure, though, that the prospective teacher gets the most out of his practice teaching we require:

(a) that he takes a formal course of methods during his third year during which he is introduced to:
    (1) objectives of foreign language instruction
    (2) modern classroom procedures
    (3) use of materials involved in the current and approved presentation of English
    (4) preparation of tests
    (5) use of the language laboratory
    (6) discussion of and familiarity with professional organizations and publications.

(b) that the master teacher assigned to the student, visits and supervises his teaching activities and has evaluation conferences with him at regular intervals.

In addition to that every candidate for the degree will be given a special adviser during each academic year, who will determine through frequent conferences with the student and his lecturers whether the student is suited in temperament, competence and scholarship to teach. Those who do not seem to possess the necessary qualifications will be advised to withdraw from the programme.

Students are free to make their own choice for the elective course, but will be advised to pick those courses, that are somewhat related to their field of concentration. For their second language, students can opt for any of the languages offered by the Centre, except Mandarin or Malay.

Appendix I

CRITERIA FOR MINIMAL, GOOD AND SUPERIOR COMPETENCIES FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE

1. Aural Understanding

Minimal. The ability to get the meaning of what an educated native says when he is enunciating carefully and speaking simply on a general subject.

Good. The ability to understand conversation at average tempo, lectures, and news broadcasts.

Superior. The ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies.

Test. [†] These abilities can be tested by dictations, by Listening Comprehension Tests or by similar tests with an extension in range and difficulty for the superior level.

2. Speaking

Minimal. The ability to talk on prepared topics (e.g. for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in a foreign country, speaking with a pronunciation readily understandable to a native.

Good. The ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.

Superior. The ability to approximate native speech in vocabulary, intonation, and pronunciation (e.g. the ability to exchange ideas and to be at ease in social situations).

Test. For the present, this ability has to be tested by interview or by a recorded set of questions with a blank disc or tape for recording answers.

[†] The "MLA Proficiency Tests for Teachers and Advanced Students" are now available for all seven areas of competency.

3. Reading

Minimal. The ability to grasp directly (i.e., without translating) the meaning of simple, nontechnical prose, except for an occasional word.

Good. The ability to read with immediate comprehension prose and verse of average difficulty and mature content.

Superior. The ability to read, almost as easily as in English, material of considerable difficulty, such as essays and literary criticism.

Test. These abilities can be tested by a graded series of timed reading passages, with comprehension questions and multiple-choice or free response answers.

4. Writing

Minimal. The ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and the ability to write a short, simple letter.

Good. The ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

Superior. The ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

Test. These abilities can be tested by multiple-choice syntax items, dictations, translation of native language sentences or paragraphs, and a controlled letter or free composition.

5. Language Analysis

Minimal. A working command of the sound patterns and grammar patterns of the foreign language, and a knowledge of its main differences from English.

Good. A basic knowledge of the historical development and present characteristics of the language, and an awareness of the difference between the language as spoken and as written.

Superior. Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation.

Test. Such information and insight can be tested for levels 1 and 2 by multiple-choice and free-response items on pronunciation, intonation patterns, and syntax; for levels 2 and 3,, items on philology and descriptive linguistics.

6. Culture

Minimal. An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the foreign people.

Good. First-hand knowledge of some literary masterpieces, and understanding of the principal ways in which the foreign culture resembles and differs from our own, and possession of an organized body of information on the foreign people and their civilization.

Superior. An enlightened understanding of the foreign people and their culture, achieved through personal contact preferably by travel and residence abroad; through study of systematic descriptions of the foreign culture; and through study of literature and the arts.

Test. Such information and insight can be tested by multiple-choice literary and cultural literary and cultural acquaintance tests for levels 1 and 2; for level 3, written comments on passages of prose or poetry that discuss or reveal significant aspects of the foreign culture.

7. Professional Preparation

Minimal. Some knowledge of effective methods and techniques of language teaching.

Good. The ability to apply knowledge of methods and techniques to the teaching situation (e.g. audio-visual techniques) and to relate one's teaching of the language to other areas of the curriculum.

Superior. A mastery of recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.

Test. Such knowledge and ability can be tested by multiple-choice answers to questions on pedagogy and language-teaching methods, plus written comment on language-teaching situations.

131. Introduction to General Linguistics

A survey course on the most important aspects of modern scientific study of language, together with an account of the historical antecedents of present-day linguistics. Training and practice in those methods of linguistic analysis that have implications for teachers of English as a foreign language. Emphasis on English, with frequent references to non-European languages.

121. Principles of English Phonology

A survey of the sound system of the English language with special reference to the teaching and learning problems involved.

(a) Phonetics:	A study of speech sounds, their production, and acoustic properties. Ear training and practice in phonetic transcription.
(b) Phonemes:	A study of sound structure and function within languages with particular emphasis on English.

Formal lectures will be supplemented by practical work in the language laboratory.

111. Reading and Writing

Selected readings of simple prose, poetry, plays and expository writings. Introduction to composition.

101. Practice in understanding and speaking

Guided aural-oral work on every-day topics. Practice in laboratory.

132. Introduction to Comparative Linguistics

Studies of the changes in time and space within language families, and of the linguistic, historical and sociological implications of such changes. Survey of problems in the typological approach to comparative linguistics.

122. Principles of English Morphology and Syntax
Survey of the prestructural, structural, and generative-transformational descriptions of modern English grammar.

Although the emphasis is on what has been learned about English grammar within the context of linguistic science, students are encouraged to note the difference between English grammar and that of other languages of concern to them, and are directed to available contrastive studies.

112. Reading and Writing
Second semester of course 111.

102. Practice in understanding and speaking
Second semester of course 101.

201. Advanced practice in understanding and speaking
Advanced aural-oral work on every-day topics. Practice in laboratory.

211. English composition
Introduction to writing with special attention to vocabulary build-up, spelling, punctuation, the organization of simple reports and short papers.

221. History of the English Language
A survey course on the development of the English Language.

202. Advanced practice in understanding and speaking
Second semester of course 201.

212. Advanced Composition
Second semester of course 211.

222. Language and Culture
The study of language as an expression of meaning and thought. Readings in history, political science, and various other aspects of civilization as related to the English-speaking world.

301. Methods in Teaching English as a Foreign Language

Analysis of and practice in methods of teaching English as a second language. Attention to the implications for language teaching of recent and current research in language and language learning.

The emphasis is on how to teach English sounds, grammar and vocabulary as they operate in the processes of listening, speaking, reading and writing. Account is taken on how to teach pupils of different ages, at different levels, and in different situations.

321. The Literature of English-speaking people

A survey course on the literary developments where English plays an important role.

311. Advanced English Composition

Intensive practice for the writing of term papers, reports, essays and creative pieces.

302. Methods of Teaching English as a Second Language

Second semester of course 301. The course provides professional orientation in that students are expected to become familiar with the major professional journals and organizations. Students in the course write lesson plans, observe classes and practice teaching among their peers. They are introduced to the use of the language laboratory as a support for classroom instruction and as an independent tool for language teaching.

322. The Literature of English-speaking people

Second semester of course 321.

312. Advanced English Composition

Second semester of course 311.

11.1

TEFL Programs in Thailand

By Dr Panninee Sagarik

English is one of the required subjects in Thai schools. It is taught as a foreign language and Thai is the medium of instruction. Students begin to learn English when they are about 10 or eleven years (grade 5).

The Thai system of education consists of seven years of elementary education and 5 years of secondary education. At the secondary level there are a general stream and a vocational stream.

Teacher Education

Teacher education begins either at the completion of grade 10 or at grade 12. The teacher training programs are as follows:

1. The Lower Teacher's Certificate: 2 years' training after grade 10.
2. The Higher Teacher's Certificate: 2 years' further training after the above mentioned, or after grade 12.
3. The Degree Level: 2 years after the Higher Teacher's Certificate, or 4 years after the Lower or grade 12.

TEFEL Programs in Teacher Training Institutions

1. The Lower Teacher's Certificate

During the two years' training, students have to study 5 courses of English , 5 hours per week and one method course (one hour a week).

2. The Higher Teacher's Certificate

At this level, the English program can be summed up as follows:

	No. of Courses	No. of Credits	No. of Class Hours
Required English	3	10	13
English minor	6 + 3	20 + 10	24 + 13
English major	6 + 6 + 3	20 + 20 + 10	20 + 24 + 13

Reading II 2 - 3 credits

A. American prose: intensive study of selected contemporary American novels and short stories with their social and literary background; critical analysis and evaluation of the work itself and its significance in the development of modern American prose.

B. English prose: similar to American prose, using selected British novels and short stories.

Survey of Linguistics 3 credits

A survey course designed to acquaint the student with the methods and findings of modern linguistic science and to give him an insight into the nature of language in its many manifestations.

Phonetics And Phonemics 3 credits

The organs of speech and their functioning in the production of speech sounds; phonetics symbolization; practice in phonetics transcription; phonemics theory and practice; phonemics theory and practice; phonemics analysis of artificial languages; the phonemics of the The and English.

Morphemics And Syntax 3 credits

Basic concepts of morphemics analysis; the isolation of morphemes; recognition and classification of form classes; synthetic structure and patterning; the basic synthetic structures of Thai and English.

Modern English Grammar 2 credits

A description of the phonology, morphology and syntax of modern English with an emphasis on the major sentence patterns as related to the teaching of English as foreign language.

A Comparative Study of the Problem Areas in Thai and English 3 credits

A comparative study of English and Thai: the sound systems, the grammatical structures, the vocabulary and the writing systems to locate the problem areas confronted by speakers of Thai learning English, and to help the teachers of English finding means to overcome these problems.

A Critical Study of the English Textbooks Currently Used in Thai Schools 3 credits

A critical study of the English textbooks currently used in Thai elementary and secondary schools aiming at helping teachers of English to use these textbooks more effectively on all levels (i.e., pronunciation, grammar, writing, vocabulary, and culture).

11.2 Course Description Appendix A

Graduate Diploma Program

Teaching English as a Foreign Language

Writing I (Expository Writing II) 2 credits

An advanced course for informative writing. The student writes all types of exposition: comment, criticism, and report. The course includes library research of considerable complexity. It also treats structural problems of Thai students.

Writing II (Professional Writing) 2 credits

Continuation of writing I. The student studies the techniques of objective reporting on problems in education. Emphasis is placed upon the organization, analysis and diction. The course offers some practice in preparing materials for submission to professional journals. It also gives drills in structural patterns and vocabulary.

Oral I 2 credits

A review of the basic sound system of English, including drills, to enable the students to communicate confidently and purposefully with native speakers of English.

Listening practice includes laboratory work, class lectures, and conversation.

Speaking practice includes short formal speeches, interviews, dialogues, directions and telephone conversation.

Additional laboratory practice may supplement the above.

Oral II 2 credits

Continuation of Oral I.

More advanced listening and speaking practices - - including understanding English radio and film commentaries, practising elementary discussion techniques, exchanging differences of opinion, and critically discussing and analysing specific problems.

Reading I (Selected Reading) 2 credits

Readings of current educational selections, lectures on and discussions of the materials read, including additional readings and reports on supplementary books.

The purpose of TEFEL program at this level is that English minor students are expected to teach English in grades 5 to 7 whereas English major students grade 8 to 10

3. The Degree Level

The Undergraduate Level TEFEL program is as follows:

	No. of Courses	No. of Credits	No. of Class Hours
General English	4	14	28
English for non-English majors	2 + 4	4 + 14	8 + 28
English for minors	10 + 4	27 + 14	27 + 28
English for majors	10 + 10 + 4	15 + 27 + 14	15 + 27 + 28

All courses can be classified into 3 main groups: courses in language, courses in literature, and courses in methodology and linguistics.

The Specialized Level

The specialized English program is a one-year post graduate program designed for:

a. graduates with English as their major subject;

b. graduates with some teaching experience;

c. graduates who will be responsible for the English programs in schools.

The courses offered are language, linguistics and methodology at a more advanced level.

The Master's Degree Level

The master's degree program is a two-year program beyond a bachelor's degree, or one year beyond the specialized program. The English program at this level is divided into 2 lines: Language and Methodology and Language and Literature.

TEFEL Program at the University Level

All students have to finish grade 12 before entering the 4 year program at the Faculty of Education, Chulalongkorn University. The program consists of:

1. Four-year Program in which students, after having taken 145 credits, graduate with B.A. or B.Ed;
2. Two-year program in which students (Higher Teacher's Certificate graduate) after having taken 60 credits, graduate with B.A. or B.Ed;
3. Two-year M.Ed. program in which B.A. or B.Ed honours graduate after having taken 30 credits graduate with M.Ed.

The courses offered at the undergraduate level consist of general education courses, professional courses, electives, minor field and major field, the last two of which TEFEL program is offered. At the graduate level professional as well as academic courses are required including a thesis.

CHULALONGKORN UNIVERSITY

ANNOUNCEMENT

I. PURPOSES OF THE FOUR-YEAR PROGRAMME

The primary aim of the four-year programme is to develop the best pattern of teacher education for Thailand through experimental curricula. The result of such experimentation or the secondary purpose may then be to provide well qualified teachers for elementary and secondary schools as well as the teacher training institutions of Thailand.

The programme consists of an integration of General Education and Professional Education throughout the four years of training. In general, students of this programme receive a general education with a major in a professional and two content fields of teaching and are prepared to teach classes not higher than the secondary school level.

CURRICULUM

Four-Year Programme

TOTAL REQUIREMENTS FOR ANY MAJOR FIELD OF STUDY

Course	Credits
1. General Education	54-58
2. Professional Courses	33-39
3. Fields of Academic Concentration	
a) Major field:	
Required courses	20
Elective courses	10
b) Minor field:	15
4. Electives	3-13
Total:	145

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1. Science pre-university graduate must study any other courses in the field for substitution.
2. Arts pre-university graduate must study any other courses in the field for substitution.

GENERAL EDUCATION (requirements)

Course	Credits
A - FE 101 (a) English 1 (a)	3
A - FE 101 (b) English 1 (b)	3
A - FE 201 (a) English 11 (a)	3
A - FE 201 (b) English 11 (b)	3
Ed - FE 301 (a) English 111 (a)	2
Ed - FE 301 (b) English 111 (b)	2

PROFESSIONAL COURSES

Teaching Method Courses: Secondary

Ed - S 352	Teaching English as a Foreign Language	2
Ed - S 481	Student Teaching in Secondary Schools	10

GENERAL EDUCATION ("A" Courses)

Sc - FM	100a	Survey of Mathematics	2
Sc - FSc	101	Survey of Physical Sciences	2
Ed - FS	101	Survey of World History	2
Ed - FL	101	Use of Books and Libraries	1
Ed - FMu	101	Music Appreciation	2
Ed - FA	101	Art Appreciation	2
Ed - R	101	Elementary Statistics	2
Ed - FH	101	Family Living	2
Ed - FA	102	Fundamental of Arts and Crafts	2
Sc - FS	102	Survey of Biological Sciences	2
Ed - FS	102	Survey of World Geography	2
Ed - FS	103	Introduction to Sociology	2
Ed - FS	104	Modern Applied Economics	2
Ed - PE	104	Personal and Community Health	2
Ed - FS	251	Thai Community Development	2
Ed - FS	252	Thai Government	2

FIELDS OF ACADEMIC CONCENTRATION ("B" Courses)

Course			Credits
English			
Ed - FE	102	Phonetics	2
A - FE	202a	English Literature 1 (a)	3
A - FE	202b	English Literature 1 (b)	3
A - FE	302a	English Literature 11 (a)	2
A - FE	302b	English Literature 11 (b)	2
A - FE	303a	Written English 1 (a)	1
A - FE	303b	Written English 1 (b)	1
A - FE	402a	Written English 11 (a)	1
A - FE	402b	Written English 11 (b)	1

FREE ELECTIVES ("C" Courses)

English

A - FE	151a	Poetry 1 (a)	1
A - FE	151b	Poetry 1 (b)	1
Ed - FE	181a	Language Laboratory 1 (a)	1/2
Ed - FE	181b	Language Laboratory 1 (b)	1/2
A - FE	251a	Poetry 11 (a)	1
A - FE	251b	Poetry 11 (b)	1
Ed - FE	252	Interpretative Reading 1	2
Ed - FE	281a	Language Laboratory 11	1/2
Ed - FE	281b	Language Laboratory 11	1/2
A - FE	351a	Poetry 111 (a)	1
A - FE	351b	Poetry 111 (b)	1
Ed - FE	352	Interpretative Reading 11	2
A - FE	353a	Translation 1 (a)	1
A - FE	353b	Translation 1 (b)	1
Ed - FE	354	Creative Writing 1	2
A - FE	355a	Prose and History of the Novel (a)	1
A - FE	355b	Prose and History of the Novel (b)	1
A - FE	356a	History of Drama (a)	1
A - FE	356b	History of Drama (b)	1
Ed - FE	381a	Language Laboratory 111 (a)	1/2
Ed - FE	381b	Language Laboratory 111 (b)	1/2
A - FE	403a	Shakespeare 11 (a)	1
A - FE	403b	Shakespeare 11 (b)	1
Ed - FE	452	Creative Writing 11	2
Ed - FE	481a	Language Laboratory 1V	1/2
Ed - FE	481b	Language Laboratory 1V	1/2

PROFESSIONAL FIELD

Course		Credits
Ed - PE 203	Safety Education (and First Aid)	1
Ed - F 402	History of Education	2
Ed - P 501	Mental Hygiene	2
Ed - Ad 507	Human Relations	
Ed - AV 603	Preparation of Inexpensive Audio-Visual Materials	2
Ed - Ad 501	Principles of School Administration	2
Ed - R 501	Statistics for Teachers	2
Ed - Ad 502	The Principles and Practice of Supervision	2
Ed - F 503	Introduction to Education Philosophy	2
Ed - Ad 508	School Plant Planning	2
Ed - E 581	Workshop in Children's Literature	2

GENERAL EDUCATION

Ed - FH 102	Survey of Home Economics	2
Ed - FS 151	Survey of World Literature	2
Ed - FH 201	Nutrition	1
Ed - FT 354	Journalism	2

Beside these courses, students may take as electives, with his advisor's permission, any other courses which are listed in the cirriculum for which they have the necessary prerequisites and have fulfilled any other specific requirements for admission to those courses.

The teaching and the number of credits for any course taught in other faculties will be according to the cirriculum or courses of study of those Faculties. For instance, "Organic Chemistry" is a course offered by the Chemistry Department of the Faculty of Science. Thus, education students and they are required to work according to the regulations set up by the Faculty of Science.

II. PURPOSES OF THE TWO-YEAR PROGRAMME

The two year curriculum is primarily a service to students who (1) have received degrees from other sources or (2) have passed the third year of study at the university level in approved curricula in any other field from other institutions and who want to be fully qualified teachers, administrators or supervisors.

Since the students in this programme already hold a bachelor's degree or have passed the third year in an academic field, they obviously have already pursued a major academic course of study, thus, professional education is added to what has gone before. Education courses are not integrated with academic content as in the four year undergraduate curriculum. Because of this, two-year students have time available for more advanced work in the professional field than the four-year students. In general the programme should be considered more advanced than the undergraduate B.Ed., but not so advanced as the M.Ed.

TWO-YEAR PROGRAMME
TOTAL REQUIREMENTS
for
ANY MAJOR FIELD OF STUDY

	Course	Credits
1.	General requirements	26
2.	Departmental requirements	34
	Total:	60

GENERAL EDUCATION (requirements)

Ed - R	101	Elementary Statistics	2
Ed - F	101	Orientation to Education	2
Ed - P	201	General Psychology	3
Ed - P	202	Introduction to Educational Psychology	3
Ed - R	301	Education Measurement and Evaluation	2
Ed - AV	301	Introduction to Audio-Visual Education (Not required for students with English teaching as their major field of study)	2
Ed - F	402	Social Foundations of Education	2
Ed - FE	501a	Practical English (Not required for students with English teaching as their major field of study)	1

Course			Credits
Ed - F	502	History of Education	2
Ed - P	502	Principles and Practices of Guidance	2
Ed - R	502	Methods in Educational Research	3
Ed - F	503	Introduction to Educational Philosophy	2
Ed - AV	581	Field Trip	1

DEPARTMENTAL REQUIREMENTS

English teaching as the major field of study

Ed - E	301	Elementary School Curricula (or)	
Ed - S	302	Secondary School Curricula	3
Ed - P	302	Child Growth and Development	2
Ed - P	303	Adolescent Growth and Development	2
Ed - P	303	Introduction to the Psychology of Language Learning	1
Ed - E	351-358	Techniques of Teaching (similar to the courses required for Elementary) (or)	
Ed - S	351-361	Secondary Education	4
Ed - S	481	Student Teaching (including conferences)	10
Ed - E	481	Elementary Education (or)	
Ed - S	482	Secondary Education	2
Ed - FE	502ab	English Teaching Materials	2
Ed - FE	504	Introduction to Linguistic Science	2
Ed - FE	551	Problems of Teaching English as a Foreign Language 1	1
Ed - FE	552	Problems of Teaching English as a Foreign Language 11	2
Ed - FE	581abc	English Self-Improvement	3
Ed - R	599	Project in Educational Practices or Substituted Courses (Substituted courses should be on the graduate level)	2
		Electives	1
		Total:	37

Note: A minimum of three years of teaching experience is required for students with Educational Supervision and Administration as their major field of study.

MASTER OF EDUCATION DEGREE
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

PURPOSES

1. To provide course work of the graduate level in the field of English as a Foreign Langage.

2. To train professional teachers in English who are prepared to teach English at all levels in educational institutions up to and including the University level.

3. To provide the necessary background which will enable teachers of English as a Foreign Language to assume the role of supervisors of English instruction at all levels.

4. To acquaint teachers of English as a Foreign Language with the research techniques necessary for the preparation of effective teaching and testing materials for utilization in all schools.

ADMISSION REQUIREMENTS

see General Admission Requirements

1. Successful completion of an English proficiency examination to be administered by the Faculty of Education.

2. For students who do not hold a B.Ed. Degree are required to take the following courses:

   Non-credit, undergraduate courses:
   - Introduction to Psychology
   - Introduction to Educational Psychology

   With credit undergraduate upper-divison courses:

Child Development or Adolescent Development	2 credits
Educational Measurement and Evaluation	2 credits
Basic Concepts in Education	2 credits
Total:	6 credits

SUGGESTED PROGRAM

FIRST YEAR

First Semester	Credits
Statistical Methods	2
Educational Psychology	2
Survey of Linguistics	3
Behavioral Linguistics	2
Phonetics and Phonemics	3
Required minor courses in academic areas	2
Elective	2
Total:	16

Second Semester	
Methods of Research	2
Philosophy of Education	2
Methods and Problem of Teaching English as a Foreign Language	3
English Test Construction	2
Preparation of English Teaching Materials	2
Modern English Grammar	2
Required Minor courses in academic areas	2-3
	15+3

SECOND YEAR

First Semester	
Social Foundations of Education	2
Internship	3-4
Required minor courses in academic areas	3-4
Thesis	4
Electives	4-5
Total:	16+13

Second Semester	
Thesis	6
Required minor courses in academic areas	5-8
Elective	2
Curriculum Construction (either in Elementary or in Secondary)	2
Total:	15+8

REQUIRED COURSES

	Credits
Survey of Linguistics	3
Behavioral Linguistics	2
Phonetics and Phonemics	3
Methods and Problems of Teaching English as a Foreign Language	3
English Test Construction	2
Preparation of English Teaching Materials	2
Modern English Grammar	2
Internship	3
Curriculum Construction (either in Elementary or in Secondary)	2

REQUIRED MINOR COURSES IN ACADEMIC AREAS

Students select from the following with advisor's approval.

A. Literature

Comparative Literature	3
History of Literary Criticisn	3
The Ancient Classics	2
Contemporary Prose	3
Contemporary Drama	3
Contemporary Poetry	3

B. Linguistics

Morphemics and Syntax	3

C. Language Communication Skills

Principles of Discussion and Conferences	3
Speech Arts	2
Expository Writing	3
Selected Readings	2

D. Antrophology	2
Cultural Anthropology	2

ELECTIVES

a) Administration and Supervision
b) Audio-Visual Communication
c) Educational Psychology and Guidance
d) Elementary Education
e) Secondary Education

12.

THE TRAINING OF ENGLISH LANGUAGE TEACHERS IN THE REPUBLIC OF VIETNAM

By Dr Le Van

I. A Brief Background

For more than one hundred years France reigned over Vietnam. The schools in Vietnam were patterned after the French system. French was also the medium of instruction in secondary and higher education levels until the end of the 2nd World War.

A national programme of education was set up by Professor Hoang Xuan Han in 1945 when Vietnam regained her independence. Vietnamese became then the language of instruction in all levels. French and English were taught as foreign languages but, at that time, French still enjoyed a great popularity among the students on account of its deep-rooted influence.

Before the 2nd World War, the only teacher training center in Vietnam was the "Indochinese School of Pedagogy". This school stopped functioning in 1940. Graduates from various French universities were also recruited to teach. But the country was really in urgent need of teachers due to the ever-increasing growth of the school population.

On the eve of the 2nd World War (1939-40) we had:

14 Secondary schools with 4,457 school boys and
1 University (Hanoi) with 623 students.

After the Geneva Agreement, we had in 1954-55 academic year:

29 Secondary schools with 20,999 school boys and
1 University (Saigon) with 2,154 students.

To cope with this urgent need of teachers, a decree signed by the Prime Minister of Vietnam on November 16, 1950 brought into existence the "Higher School of Pedagogy of Hanoi".

That Higher School of Pedagogy was transferred to Saigon after the Geneva Agreement in 1954 when Vietnam was split into two parts:

North Vietnam and South Vietnam

Four years later it was changed into the "Faculty of Pedagogy" on August 28, 1958 by a Presidential Decree and was entrusted with the duties and responsibilities of training high-school teachers in Language Arts and Science.

As for its organization there were:

(a) a Senior High School teacher training section which required 3 years of training, and

(b) a one year intensive training of Junior High School teachers.

The general admission requirements were based upon a competitive entrance examination and candidates were required to have the Baccalaureate second part.

Gradually this institution developed. The curriculum was changed to upgrade both the professional knowledge and the pedagogical and teaching ability of the graduates.

The 3-year training program was changed into a 4-year training programme in 1963-64. Then from the academic year 1966-67 changes were again made to admit only holders of the Preparatory Certificates of the Faculty of Letters to the 1st Year and to provide the student teachers with a 3-year training programme.

A 12-month Junior High School teacher training section was organized in 1966. Candidates, holders of the Baccalaureate 2nd part and the Preparatory Certificate of the Faculty of Letters were selected by a competitive entrance examination. (See chart attached).

Since its first academic year 1954-55 to the present time, the Faculty of Pedagogy of Saigon University have trained:

102 Junior High Schoolteachers of English, and
177 Senior High School teachers of English.

out of a total of 1,406 teachers.

In addition to the Faculty of Pedagogy of Saigon, the Faculty of Pedagogy of HUE University and recently the Faculty of Pedagogy of CAN THO University also contribute a great deal to the task of training teachers to meet the needs of the nation.

Until now, the Faculty of Pedagogy of HUE University graduated:

17 Junior High School teachers of English, and
68 Senior High School teachers of English.

The newly created Faculty of Pedagogy of CAN THO University will not graduate its first teachers until June 1968.

II. The Existing Program of Training

A. Training of Senior High School English Teachers

The objectives of this programme are to provide prospective teachers with the opportunities to:

(a) constantly appreciate the English language,
(b) speak English accurately to set good example for the high school students,
(c) be familiar with the methods of teaching English as a foreign language,
(d) have a comprehensive understanding of the American and British civilization and literature, and
(e) be up to date with the new trends and developments in the world of Education.

To cope with these objectives, the curriculum is specially designed to cover, in three years, courses ranging from the American and British civilization and literature, the art of mastering the English language, the educational and pedagogical concepts and the student-teaching.

The courses are conducted by experienced and qualified native instructors and visiting professors and Vietnamese professors graduated from American, British or French universities.

The academic year is planned on the basis of 7 months or 28 weeks. The student-teachers go to school 24 hours per week. Courses such as British Civilisation, American Civilisation English Literature, American Literature are offered throughout the three years of training.

The course of English Phonetics is divided into 3 main parts: sound, stress and intonation. The student-teachers are requested to practise with native instructors. Courses of Morphology and Syntax, English Composition, Reading and Comprehension, History of the English language, Linguistics, Essay Writing and Literary Appreciation, Translation .... are also included in the curriculum.

In addition to this, educational courses, such as:

History of Education in Vietnam,
Philosophy of Education,
Educational Psychology,
Guidance and Counselling,
Comparative Education,
School Administration,

are offered to broaden the student-teachers' knowledge of the world of education.

Concurrently with the theoretical lectures on the Method of teaching English, the student-teachers are assigned to do their student teaching in the high-schools under the guidance and supervision of experienced instructors.

In short, the 3-year training programme offers:

168 hours of British Civilisation,
168 hours of American Civilisation,
196 hours of English Literature,
196 hours of American Literature,
56 hours of Morphology and Syntax,
150 hours of General and English Linguistics,
56 hours of History of the English language,
84 hours of English Phonetics (theory)
168 hours of English Phonetics (practice)

56 hours of Reading and Comprehension,
56 hours of English Composition,
112 hours of Essay Writing and Literary Appreciation,
168 hours of Method of Teaching English,
168 hours of Student-teaching,
28 hours of History of Education in Vietnam,
56 hours of Philosophy of Education,
56 hours of Educational Psychology,
28 hours of Guidance and Counselling,
56 hours of Comparative Education,
28 hours of School Administration,
168 hours of French language and literature.

B. The Training of Junior High School English Teachers

The basic objectives of the training programme are to produce Junior High School teachers capable of:

- speaking English accurately,
- mastering the English grammar and
- understanding the art of teaching English as a foreign language in Junior High School level.

The training programme is specially designed to cover the following main parts:

- the subjects of specialization,
- the educational subjects, and,
- the student-teaching.

As for the subjects of specialization, the practical aspect of the English language is greatly emphasized. The vowels, consonants and cluster consonants difficult for Vietnamese speakers are drilled intensively by the usual techniques of teaching. Close attention is paid to vowels lengthening before voiced consonants.

4

Serious consideration is also given to reduced forms and rhythm. It is important that the student-teachers master rhythm as he will constantly be required to correct the tendency of his pupils to repeat their drills with equal stress on every word.

Particular attention is also paid to intonation. All the important intonation patterns are drilled separately and then practised together in dialogue.

Demonstration classes are organized to give the student-teachers living experiences on the method of teaching and handling a classroom.

In addition, courses such as English composition, Reading and discussion, Literary appreciation, History of the English language and Vietnamese literature are taught to broaden the student-teachers knowledge.

As for the educational courses, the basic concepts of Educational psychology, Child and Adolescent Psychology, Guidance and Counselling are greatly emphasized. School administration, Health Education, Comparative Education are also included in the programme to keep the student-teachers up with the modern trends and new educational ideas.

Serious consideration is also taken in bringing theory closer to practice. Student-teachers are assigned to the high schools to perform their student teaching under the supervision of an experienced instructor.

In other words, during the twelve-month training, the prospective Junior High School teachers have a total of:

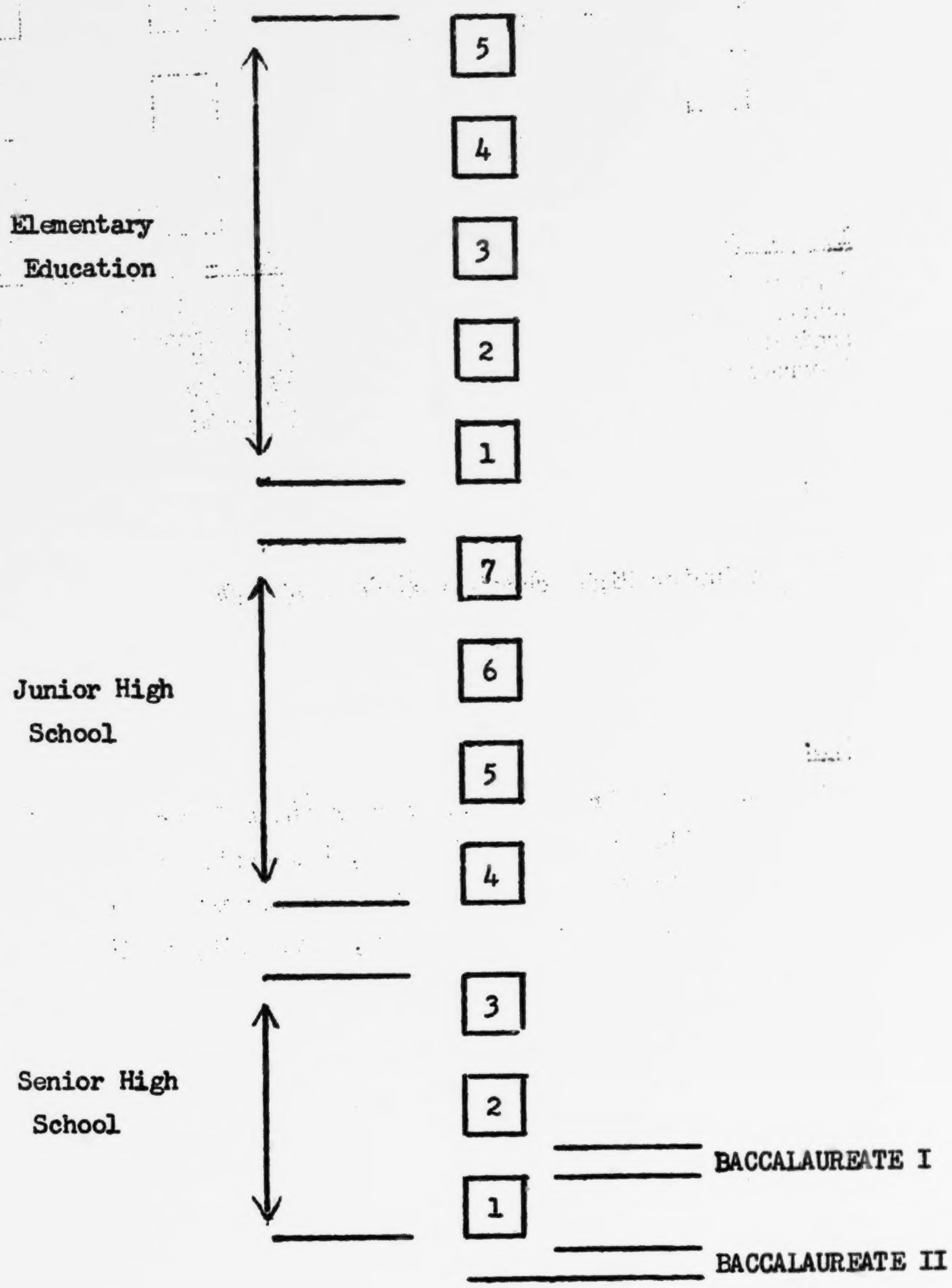
132 hours of English Composition,
176 hours of Practical English,
88 hours of Method of Teaching English,
176 hours of Teaching observation and Student-teaching,
132 hours of Reading and Discussion,
132 hours of Literary appreciation,
88 hours of History of the English language,

44 hours of History of Vietnamese literature,
88 hours of Child and Adolescent Psychology,
88 hours of Educational Psychology,
44 hours of School Administration,
44 hours of Health Education,
88 hours of National and International Problems of Education,
44 hours of Guidance and Counselling.

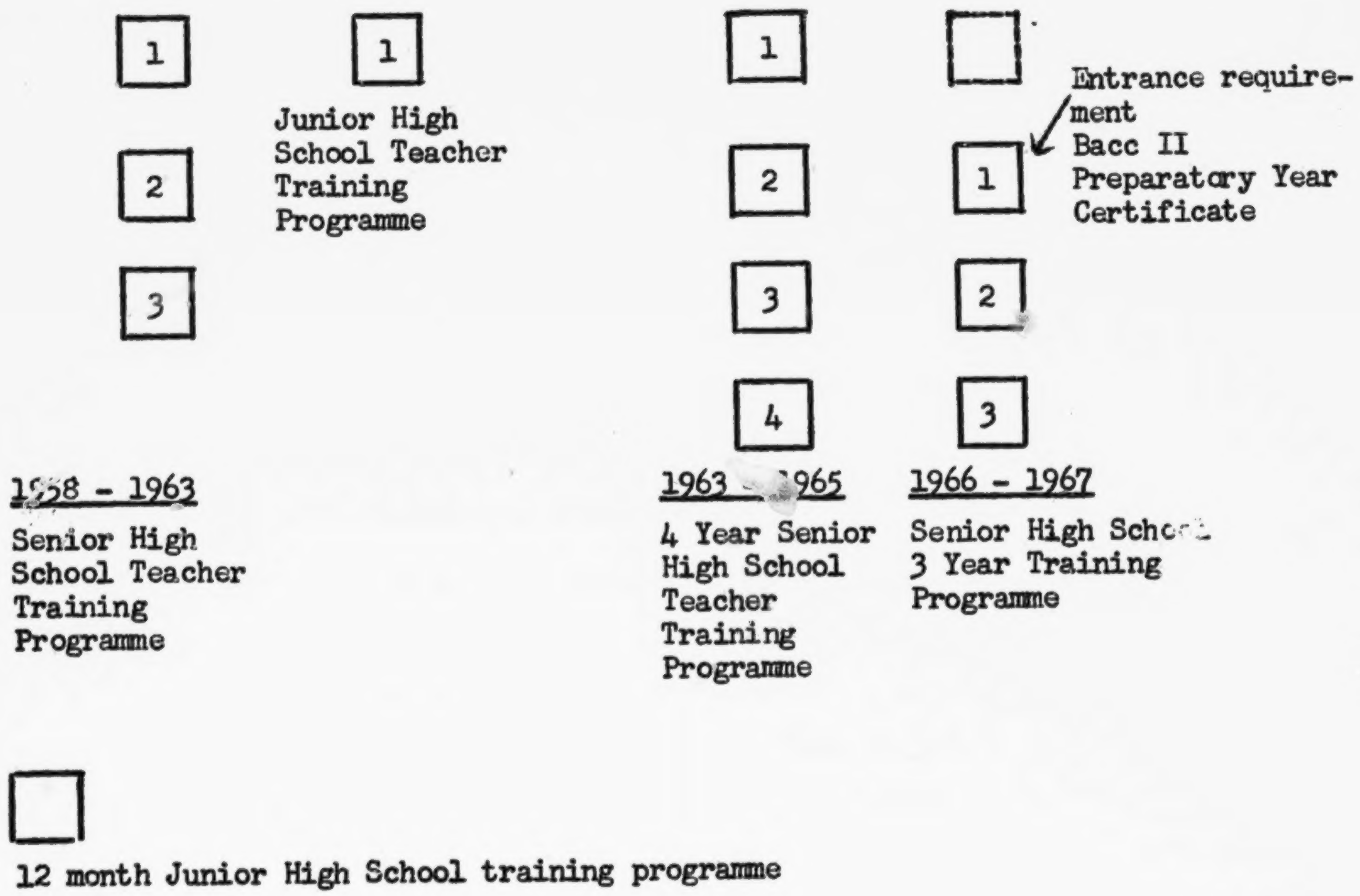
To conclude this report, it is necessary to mention that, along with the heavy task of training teachers to meet the needs of the country, the Department of English of the Faculty of Pedagogy of Saigon is also entrusted with the duties and responsibilities of sponsoring a following-up programme.

Summer in-service training sessions are organized to provide the English teachers throughout Vietnam opportunities to get together to discuss their professional problems, to find ways to improve their teaching and, most important, to keep them up with new ideas and developments in the teaching of English.

VIETNAM
System of Education
Leading to the FACULTY OF PEDAGOGY



FACULTY OF PEDAGOGY (SAIGON)


1
2
3
1
Junior High School Teacher Training Programme
1
2
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2
3
Entrance requirement Bacc II Preparatory Year Certificate
1958 - 1963
Senior High School Teacher Training Programme
1963 - 1965
4 Year Senior High School Teacher Training Programme
1966 - 1967
Senior High School 3 Year Training Programme
12 month Junior High School training programme

NOTE:

There are three main Teacher Training Centres in Vietnam:

The Faculty of Pedagogy, University of Saigon;
The Faculty of Pedagogy, University of Hue;
The Faculty of Pedagogy, University of Can Tho.

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ANNEXES

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13. WELCOMING ADDRESS BY THE INTERIM DIRECTOR ON 4 APRIL 1968

Distinguished Director of SEAMES, Honourable Delegates, Laides and Gentlemen,

I have great pleasure in welcoming you all to this Regional Seminar on the training of English language teachers convened by the Project Office of the SEAMEC Regional English Language Centre.

First of all I would like to express my deep appreciation to Mr Sukich Nimmanheminda, the SEAMES Director-Designate for being with us here today. Mr Sukich is a notable scholar, author and statesman, He has held important posts in Chulalongkorn University, has been Deputy Minister of Education, Minister of Industry, Minister of Economic Affairs and Deputy Prime Minister of Thailand. He was Thai Ambassador to India and, until recently, Ambassador to the United States. Mr Sukich came to Singapore for the Third Meeting of the Regional English Language Centre Coordinating Committee which concluded yesterday. He stayed on for the first day of the Seminar in order to be able to meet our delegates and participants who have come from different parts of South and Southeast Asia representing SEAMEC member countries, higher education institutions, teachers colleges, Governments, Foundations, international bodies and agencies.

It is indeed gratifying to see that all SEAMEC member countries are represented here - Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. My thanks are due to the Ministers of Education of SEAMEC countries for responding so generously and graciously to my special request that the Coordinating Committee members be included in the delegations. The Coordinating Committee members are distinguished nominees of the respective Ministers of Education responsible for formulating detailed operational plans for the Regional English Language Centre. During this Seminar there will be a demonstration of the multi-media self-instructional course for training English language teachers. It was the recommendation of the Coordinating Committee which materialised the tryouts of this fascinating course in Singapore under the sponsorship of SEAMES.

This is the second regional seminar convened by the Project Office of the Regional English Language Centre since its establishment in July last year. We at the Project Office are still in the 12-month preparatory phase and have arrived at the stage of finalising plans to implement the recommendations that have been approved by the Southeast Asian Ministers of Education Council. We launched the project, the Regional English Language Centre, on 1 July this year for its operational programme to be conducted without undue delay at these interim premises provided by the Government of the Republic of Singapore. We moved into these premises only about a month ago. The rooms on this floor which we are using for this Seminar have not yet been renovated for use by the Centre. We humbly ask you for your understanding and forbearance if there is any inconvenience experienced during these three days. We anticipate the construction of the permanent Centre to be completed in 1970.

This Seminar has a two-fold purpose. It will first review the present situation of training English language teachers in Southeast Asia - the facilities available, the types of courses and their content. It will then look ahead and consider some of the possibilities which we may like to explore for future teacher training programmes in this age of rapid changes in education and scarcity of resources. It is useful for us to take a closer look at the techniques we are applying in training language teachers at a time when there is the growing number of children and youth attending schools in our countries, when the inclusion of second or foreign languages in the school curriculum is the rule rather than the exception, and when there is a serious scarcity of skilled and exciting language teachers as well as suitable instructional materials that are able to generate enthusiasm in the learners.

Regional conferences and seminars of SEAMEC projects have always been significant events and memorable occasions for us in Southeast Asia serving the cause of education. Our differences have often been exaggerated. When our peoples meet on an occasion like this we are more conscious of our similarities, our common aspirations, our natural readiness to cooperate in educational development. May this Seminar be another solemn pledge of our friendship.

I wish you successful deliberation during this Seminar. I also take this opportunity to wish our delegates and participants from outside Singapore an interesting and enjoyable stay in the Republic.

Ladies and gentlemen, it is my pleasure to invite the SEAMES Director, Mr Sukich to give us his address.

14. CLOSING REMARKS BY THE INTERIM DIRECTOR

6 APRIL 1968

Honourable Delegates, Ladies and Gentlemen,

The time has now arrived for me to conclude this Seminar.

In the short period of three days we have made a quick survey of the present position of English language teaching in SEAMEC member countries. We have also enjoyed Dr Robert Jacobs' excellent paper on Newer Approaches to Instruction and the Training of Teachers with special reference to the Teaching of Language, and heard a talk on and saw a demonstration of the multi-media TEP course for training English language teachers by Dr Donald Horst. Some of us have even been inside the TEP consoles to see the films and listen to the tapes of the self-instructional programme. This is Phase A of the tryouts. We anticipate wide regional participation in Phases B and C, and it is expected that modifications to the TEP course and the final evaluation of TEP at the Centre will reflect the requirements of all SEAMEC member countries. In the course of the Seminar we visited the Educational TV Service in Singapore and viewed an ETV film made locally for training English language teachers. We have also seen some "View and Teach" films intended to help teachers of English as a second language and produced by the BBC in association with the British Council. We have had frank discussions on many important subjects relating to language teacher training. We have also attempted to identify common problem areas in our present training programmes and learnt from each other about the possible solution of such problems.

You will agree with me that the Seminar has been useful for it has stimulated thinking and provided an opportunity for the exchange of views. The Seminar has also been profitable for it represents the meeting of minds among leaders of education and language teaching in the region. The Seminar has been lively and successful because of your cooperation and friendly spirit and the efficient manner in which the Chairman of various sessions conducted the meetings. On behalf of the Regional English Language Centre Project Office, I would like to express to you my profound appreciation for this.

This expression of appreciation would not be complete without mentioning the full cooperation which the Singapore Ministry of Education has given to the Project Office in providing an excellent Organising Committee and an experienced Secretariat and Editorial staff responsible for the organisation and the preparation of the Seminar Report respectively.

There is evidence that the Seminar has also been successful in promoting closer and greater understanding and goodwill among our people in this region. It is hoped that our distinguished delegates and participants who have done us the honour of coming from afar to attend this Seminar have had a pleasant time in the Republic of Singapore and will bring back to their countries happy memories of this trip. I look forward to having the pleasure of welcoming you to another Regional English Language Centre occasion, by which time the Centre should be actively engaged in its training, publications, research and other programmes.

Thank you very much.

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15.

REGIONAL SEMINAR ON THE TRAINING OF ENGLISH LANGUAGE TEACHERS, SINGAPORE, 4 - 6 APRIL 1968

Place of Meeting:	Regional English Language Centre, 104 Watten Estate, Singapore.

TIME - TABLE

First Day - Thursday, 4 April

9.00 - 12.00 noon	Registration and distribution of documents Welcoming remarks by the Interim Project Director. Address by SEAMES Director Plenary Session I: Existing programmes of training English language teachers in SEAMEC countries 30-minute reports from delegations of SEAMEC countries

(Refreshment: 9.40 - 10.00 a.m.)

12.00 - 2.00 p.m.	Lunch
2.00 - 5.00 p.m.	Plenary Session II: Existing programmes of training English language teachers in SEAMEC countries (cont'd) Reports and discussion

(Coffee break : 3.15 - 3.30 p.m.)

Second Day - Friday, 5th April

9.00 - 12.00 noon	Plenary Session III: How results may be improved within the context of existing courses of training A consideration of Content of Training Courses and Methods of Training
(Coffee break : 10.30 - 10.45 a.m.)	
12.00 - 2.00 p.m.	Lunch
2.00 - 3.15 p.m.	Plenary Session IV: New Approaches to Language Instruction and the Training of Language Teachers Speaker: Dr. Robert Jacobs, SEAMES Regional Education Adviser
3.30 - 5.00 p.m.	The RELC Tryout of TEP, a Programmed Course for training English language teachers Speaker: Dr. Donald P. Horst, TEP Research Supervisor
(Coffee break : 3.15 - 3.30 p.m.)	

Third Day - Saturday, 6th April

9.00 - 10.00 a.m. (at ETV Service of the Ministry of Education, Singapore)	Tour of ETV Service Introductory remarks by Mr. Lian Fook Shin, Head, Singapore ETV Service Viewing ETV programme "Utilization of ETV English Language programmes" Introductory remarks by Miss Jean Kerr, TV Officer.
10.30 - 12.30 p.m.	I) Demonstration of TEP course by Dr. Donald P. Horst, TEP Research Supervisor A. Individual use of TEP consoles B. An examination of instructional materials for the TEP course. II) Viewing a selection of "View and Teach" films for language teachers produced by BBC in conjunction with the British Council Introduced by Mr. Ray Tongue, Lecturer and Organiser of TESL in-service courses, Teachers' Training College, Singapore.

(Coffee break : 10.15 - 10.30 a.m.)

12.30 - 2.30 p.m.	Buffet Lunch at the Regional English Language Centre
2.30 - 5.00 p.m.	Plenary Session V: Discussion Conclusion

(Coffee break : 3.15 - 3.30 p.m.)

16. LIST OF PARTICIPANTS

16.1 Delegations from SEAMEC Member Countries:

Indonesia

16.1.1 Dr Samsuri,
Dean,
Faculty of Education,
Institute of Education for English,
Malang.

Laos

16.1.2 Madame Pinkham Simmalavong,
Head, English Section,
College of Education,
Vientiane.

16.1.3 Madame Louangkhot nee
Viengsay Sananikone,
College of Education,
Vientiane.

16.1.4 Professor Khampheng Ketavong,
Chef de Cabinet,
Ministry of Education,
Vientiane.

Malaysia

16.1.5 Enche Chong Seck Chim,
Director of Schools,
Ministry of Education,
Kuala Lumpur.

16.1.6 Enche M.C. Kailasapathy,
Lecturer,
Malayan Teachers College,
Pantai Valley,
Kuala Lumpur.

16.1.7 Enche A.L. McGregor,
Lecturer,
Faculty of Education,
University of Malaya,
Kuala Lumpur.

Philippines

16.1.8 Mr Jose T. Enriquez,
Assistant Director of Public Schools,
Bureau of Public Schools,
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16.1.9 Professor Aurora L. Samonte,
College of Education,
University of the Philippines,
Diliman, Quezon City.

16.1.10 Miss Fe Manza,
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Elementary Education Division,
Bureau of Public Schools,
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Singapore

16.1.11 Mrs Molly Ng Kuen Seong,
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16.1.12 Mr Woon Wei Tuck,
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Teachers' Training College,
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Singapore.

16.1.13 Mr Raymond Kenneth Tongue,
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Teachers' Training College,
Paterson Road,
Singapore.

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16.1.14 Miss Angkab Palakornkul,
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Supervisory Unit,
Department of Teacher Training,
Ministry of Education,
Bangkok.

16.1.15 Dr Panninee Sagarik,
Lecturer,
Faculty of Education,
Chulalongkorn University,
Bangkok.

16.1.16 Mrs Prapai Tantrakool,
Supervisor of English,
Supervisory Unit,
Secondary Education Department,
Ministry of Education,
Bangkok.

Vietnam

16.1.17 Dr Dao Thi Hoi,
Assistant Professor of English,
Saigon Faculty of Medicine,
Saigon.

16.1.18 Professor Le Van,
Director of Studies,
Language Arts Section,
Faculty of Pedagogy,
University of Saigon,
Saigon.

16.1.19 Mr Tran Kim No,
Saigon.

16.2 SEAMES Officials

16.2.1 Mr Sukich Nimmanheminda,
SEAMES Director-Designate,
Bangkok.

16.2.2 Mr Thavisakdi Srimuang,
SEAMES Senior Staff Member,
Bangkok.

16.3 Delegates from Higher Education Institutions

16.3.1 Professor Justus Rosenberg,
Language Centre,
Nanyang University,
Singapore.

16.3.2 Miss Lee Seok Tin,
Lecturer,
School of Education,
University of Singapore,
Singapore.

16.3.3 Mr Michael John Smithies,
University of Pittsburgh.

16.4 Other Participants

16.4.1 Miss Agnes Allerdyce,
USAID/Vietnam.

16.4.2 Mr Chia Meng Ann,
Principal,
Ahmad Ibrahim Secondary School,
Singapore.

16.4.3 Miss E. Irene Anderson,
Supervisor of English Training,
Secondary Education Department,
Ministry of Education,
Bangkok.

16.4.4 Mr John Canning,
Deputy Director of Education,
Hong Kong.

16.4.5 Dr L. Paul Coburn,
Higher Education Adviser,
National Education Council,
Bangkok.

16.4.6 Mr Lian Fook Shin,
Head, Singapore ETV Service,
Teachers' Training College,
Paterson Road,
Singapore.

16.4.7 Mr Oliver Seet,
Lecturer,
Teachers' Training College,
Paterson Road,
Singapore.

16.4.8 Miss Rae Blesing,
Colombo Plan Adviser,
College of Education,
Vientiane, Laos.

16.4.9 Dr Richard Noss,
Ford Foundation,
Bangkok.

16.4.10 Dr Robert Jacobs,
Regional Education Adviser,
Bangkok.

16.4.11 Dr Ronald Jerome Owens,
Lecturer,
Teachers' Training College,
Paterson Road,
Singapore.

16.4.12 Mr Walter Johnson,
International Volunteer Service,
Vientiane, Laos.

16.5 Regional English Language Centre Staff

16.5.1 Mrs Tai Yu-lin,
Interim Director

16.5.2 Dr Donald P. Horst,
TEP Research Supervisor,

16.5.3 Mr J.H. Faulhaber,
Administrative Officer.

17. SINGAPORE ORGANISING COMMITTEE

17.1 Committee

17.1.1 Mr Fok Fook Choon	Assistant Inspector of Schools
17.1.2 Mr Chia Siew Hock	Assistant Inspector of Schools
17.1.3 Mr Adrian A. de Silva	Principal, Vocational School
17.1.4 Mr Avtar Singh	Principal, Primary School
17.1.5 Mrs Helen Tan	Principal, Primary School
17.1.6 Mr A.J. Danker	Higher Executive Officer, Ministry of Education.

17.2 Secretariat

17.2.1 Mr S.Y. Han	Inspector of Schools
17.2.2 Mr R.W. Mosbergen	Principal, Secondary School
17.2.3 Mr N. de Souza	Administrative Officer, Regional English Language Centre.

17.3 Editorial Staff

17.3.1 Mr S. Estrop	Specialist Inspector (English)
17.3.2 Mr J.T. Christie	Principal, Secondary School

17.4 Office Staff

17.4.1 Mrs Chew Foong Yee	Secretary, Regional English Language Centre
17.4.2 Mr J. Narayanan	Executive Officer, Ministry of Education.
17.4.3 Mr Thomas Lian Poh Soon	Clerk/Typist, Regional English Language Centre.

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17.4.4 Mr Ng Keng Chuan	Clerk/Typist, Regional English Language Centre
17.4.5 Mr David Manickam	Typist, Ministry of Education.
17.4.6 Mr Rahmat b. Hj. Kadir	Typist, Ministry of Education.